



# Human Development Department

## Program Review 2013

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## 1. Overview of the Program

### a) HDEV's Mission, Students Served and Courses

#### Status of the Program

The Human Development (HDEV) program has been in existence since 1977 and is a community of faculty dedicated to excellence in teaching and learning. Currently, there are two full-time and twelve part-time faculty members. There are 5 courses in the program and student learning outcomes focus on college success and career readiness.

Course Name	Transfer
HDEV 5 Career Planning	CSU
HDEV 8 Orientation to College and Educational Planning	CSU
HDEV 10 Strategies for Success in College and in Life	CSU, Area E UC
HDEV 12 Success in the Workplace	
HDEV 20 Navigating the Transfer Process	CSU

The purpose of the program is to provide diverse students with opportunities to obtain the necessary skills, knowledge and self-awareness to achieve success in college. The department anticipates significant future growth due to the passage of the Student Success Act of 2012 SB-1456. There are two primary areas where the HDEV course content and learning outcomes intersect with the objectives of the legislation: college orientation and educational planning, and career readiness.

With the implementation of SB-1456, the department is poised to experience even further curricular and enrollment growth. To help the college meet the demands of the legislation, there is a critical need to increase the number of sections offered and thus the number of faculty available to teach HDEV courses. The department is proposing two new courses that address the educational planning and career readiness goals of SB-1456, and requesting a new full-time faculty position to support the increased course and section offerings necessary to achieve the new legislative directives.

#### History of the Department, Campus Collaboration and Focus on Student Learning

One of the most significant events in the Human Development Department was its transition to the Division of Behavioral and Social Sciences. The department was initially in the Instructional Services Unit and then moved to the Humanities Division. It is appropriate that Human Development is housed in an academic division because of the focus on curriculum and instruction. After a brief time in the Humanities Division, it was

determined that the interdisciplinary orientation and curriculum of Human Development were more closely aligned with the departments of Psychology, Sociology and Education in the Behavioral and Social Sciences division.

As a result of Human Development's transition to the Behavioral and Social Sciences Division, the department experienced significant growth and expansion. Having a permanent home in the Behavioral and Social Sciences Division provided the needed stability for the department's courses to expand from curriculum focusing primarily on counseling-related services such as educational planning and student support services to include a focus on research-based, curriculum-driven student learning. The program experienced a paradigm shift from awareness of services to a focus on student learning outcomes that require students' critical thinking and active engagement with services and programs that are essential to their success. Most importantly, successful completion of the courses requires students to develop the personal skills and qualities that are associated with success in college and in the workplace.

In 2007, the department hired two full-time faculty members with expertise in learning theory and in the development of learning, both conceptually and as expressed in innovative practice. Consequently, Human Development instruction focuses on the process of learning to learn and guides students to an awareness and understanding of their cognitive and metacognitive strengths and weaknesses as well as individual learning styles and the motivational disposition to learn. Students engage in and reflect critically on their learning and thinking behaviors, as well as on perfecting skills to learn and think. Courses help students develop the ability to recognize and respond to challenges by utilizing core competencies such as comprehension, critical and creative thinking and metacognition.

Through active learning, students learn to become personally responsible for their outcomes and experiences, develop the self-motivation required to articulate goals, master self-management to make wise choices to progress toward their goals, employ interdependence to establish mutually-supportive relationships, gain self-awareness related to the choices which facilitate or hinder their progress toward their goals, adopt lifelong learning habits to learn from experience, develop emotional intelligence in order to maintain focus despite the challenges of strong emotions and believe themselves as capable of reaching their goals. This holistic approach to learning in Human Development courses has been proven to significantly enhance student success and retention and to reflect the demands of diverse work contexts.

The department has established itself as a necessary and viable academic program that generates growing FTES and provides students with knowledge and skills that transcend the Human Development classroom and contribute to student achievement, persistence, retention and overall success at El Camino College and beyond.

### **Innovation, Collaboration and Leadership**

Innovation, collaboration and leadership best describe the direction of the department's growth and expansion. For example, HDEV 8: Orientation to College and Educational Planning was developed and expanded through the department's collaboration and

teamwork with student services and academic disciplines across campus. The recent development of HDEV 8's custom textbook also reflected the department's vision for campus collaboration, with faculty and staff from several disciplines and divisions participating in the process.

The department has a long history of collaboration with Counseling, First-Year Experience, EOPS, Basic Skills, Project Success and Puente, as well as with academic departments such as English, Reading, Math and History. In the past year, the department has been able to expand and create links with accelerated English and Reading courses. The department is investigating new opportunities to link courses with other disciplines in the Behavioral and Social Sciences Division, such as History and Political Science.

Program courses integrate theories of human development with principles of personal growth, educational and life planning. Relevant theoretical and practical course work, independent study, interaction with fellow students and faculty and completion of a content based "plan" or project provide a challenging learning experience in each Human Development course.

Since inception, the program has continually evolved in order to address the diverse needs of the student population. Courses are designed to provide students with information about campus support services, educational and career planning, exploration of self-awareness, life goals, and academic skills including problem solving techniques, critical thinking and interpersonal communication. Eight primary themes influence Human Development courses: Self-Esteem, Personal Responsibility, Motivation, Self-Management, Interdependence, Self-Awareness, Emotional Intelligence and Lifelong Learning.

### **Mission Statement**

The mission of the Human Development department is to provide academically rigorous learning experiences that engage students to become active learners who understand the role of personal responsibility and choice in determining outcomes for success in college, careers and life.

In support of this mission, all faculty members provide opportunities for students to master the strategies, skills, understanding and attitudes that foster effective and self-directed learning in college and beyond.

Human Development courses provide students with knowledge and skills to improve academic achievement in all classes, which contributes to increased retention and improved transfer and graduation rates at El Camino College.

The overarching outcomes of the department are that students:

- Master proven success strategies for creating personal and professional success in college and in life;
- Accept personal responsibility for their academic, career and personal outcomes and experiences;

- Gain self-awareness of inner beliefs and attitudes and how these lead to behaviors and life outcomes;
- Master self-management to take purposeful action in pursuit of their goals;
- Employ interdependence and cultivate mutually supportive relationships; and,
- Develop a comprehensive plan for achieving their educational, career and life goals.

### **Students Served, Learning Communities and Linked Classes**

Enrollment in Human Development courses is consistently strong. Each semester, Human Development courses have full rosters and waitlists. The department offers dedicated courses for FYE, EOPS, Puente, Project Success, Special Resource Center and district high schools.

One of the features of the program is the success of learning communities created with academic departments such as English, Math and History. These courses, taught by two or three different instructors who work collaboratively with a team of counselors, provide the same cohort of students with both academic challenge and social support. Linked courses provide a community of students with content-specific learning and the instructional support necessary for academic and personal growth. Integrated assignments aid students in mastering academic content by incorporating Human Development's principles for success (e.g., personal responsibility, self-management and self-motivation) into the existing content of courses in other disciplines. The sense of connection developed through a learning community fosters interdependence and increases students' self-efficacy and motivation. As a result, student success, retention and persistence rates are consistently higher for learning community students.

### **b) Courses Offered by the Program**

The department does not offer degrees or certificates, but its courses are critical to student success in college. Human Development 5 - Career and Life Planning (HDEV 5), Human Development 8 - Orientation to College and Educational Planning (HDEV 8) and Human Development 20 - Navigating the Transfer Process (HDEV 20) transfer to the CSUs. Human Development 10 - Strategies for Creating Success in College and in Life (HDEV 10) transfers to CSUs and UCs. Human Development 12 – Success in the Workplace (HDEV 12) is currently not degree applicable or transferable.

Human Development courses challenge students to engage in the learning process as active participants. Coursework integrates critical thinking, self-reflection and active learning so that students cultivate and strengthen the soft skills associated with success in college, work and life.

Human Development curricula empower students to take control of their lives by helping them apply eight essential success principles to their important decisions. Students learn about these data driven principles and apply them to their academic and personal lives through class assignments and activities.

The 8 success principles are:

- Accepting personal responsibility
- Discovering self-motivation
- Mastering self-management
- Employing interdependence
- Gaining self-awareness
- Adopting life-long learning and critical thinking
- Developing emotional intelligence
- Believing in yourself

For students to succeed in college, they must become active and responsible participants in their own education. HDEV courses are powerful factors for improving student success. Through its research-proven curriculum, the HDEV department prepares students to become engaged learners characterized by the eight success principles. The program is committed to nurturing critical thinking, generating high-level verbal and written communication, and promoting an understanding and appreciation of learning.

## **Overview of Courses:**

### **Human Development 5**

#### ***Career and Life Planning***

*1 unit; 1 hour lecture; recommended preparation: English 84 or ESL 52B and English A or English 53C; credit, degree applicable, transfer CSU*

This course provides an introduction to career and life planning, including an exploration of core values, skills, personality traits, life stages and experiences. Students will develop a career and life plan by applying career planning techniques and decision-making strategies. Emphasis will be placed on awareness of psychological, sociological, and physiological factors related to career and life satisfaction.

### **Human Development 8**

#### ***Orientation to College and Educational Planning***

*1 unit; 1 hour lecture; recommended preparation: English 84 or English as a Second Language 52B and English A or English 53C; credit, degree applicable, transfer CSU*

This course provides students with the information, skills, and resources necessary for successful educational experiences. Students will become aware of their responsibilities as students in a diverse college setting, develop an understanding of their individual learning styles, create realistic and obtainable educational and career goals, develop skills in managing time to achieve goals, and learn how to create a support network using college resources and services.

### **Human Development 10**

#### ***Strategies for Creating Success in College and in Life***

*3 units; 3 hours lecture; recommended preparation: English 84 or ESL 52B and English A or English 53C; credit, degree applicable, transfer CSU, UC*

This course provides an exploration of cognitive, psychological, social and physical factors influencing success in college and in life. Topics include personal responsibility,

critical thinking, motivation, self-efficacy, self-awareness, lifelong learning, self-management, health and wellness, interpersonal communication in a diverse world, and educational planning.

## **Human Development 12**

### ***Strategies for Success in the Workplace***

*1 unit; 1 hour lecture; credit, not degree applicable*

This course will provide students with the knowledge, skills and personal/interpersonal awareness necessary for success in the workplace. Students will learn resume writing and interviewing skills, workplace roles and responsibilities, strategies for effective time management and effective workplace communication. Emphasis will be placed on identifying professional behaviors and values for success in the workplace.

## **Human Development 20**

### ***Navigating the Transfer Process***

*1 unit; 1 hour lecture; recommended preparation: English 84 or ESL 52B and English A or ESL 53C; credit, degree applicable, transfer CSU*

This course introduces students to the process of transferring to a university. Students will be provided with information necessary to evaluate educational and career goals, compare universities, and review university admissions and major preparation requirements. Emphasis will be placed on the development of educational plans, financial aid opportunities, and available programs and services at universities.

## **Service Learning**

A unique feature of the program is the focus on learning through service. Through service learning, faculty create connections across the disciplines to help reinforce important concepts, address real-world problems, and foster a cohesive curriculum for students. Assignments incorporating service learning provide ongoing opportunities for students to build meaning and understanding as they develop content-related knowledge and skills. As one of the first departments on campus to implement service learning into classes, Human Development faculty provide mentorship to other departments and faculty seeking to incorporate service learning into courses. Over the past four years, Human Development students have contributed over 12,000 hours of service with more than 50 organizations in the local community, demonstrating the value of the Human Development program in achieving El Camino College's Institutional Learning Outcome of Community and Collaboration. The department is planning to develop a service learning course so that all El Camino College students have the opportunity to engage in experiential learning. This course could be offered as part of a learning community or taken independently to complement existing courses.

**c) HDEV Fulfills the College’s Mission and Aligns with Strategic Initiatives.**

<b>ECC’s Strategic Initiatives for 2011-14</b>	<b>HDEV programs, curriculum, leadership and collaborative efforts addressing the initiatives</b>
<p><b>Strategic Initiative A</b></p> <p>Enhance teaching to support student learning using a variety of instructional methods and services.</p>	<p><u>Campus collaboration enhances instruction and enriches student learning:</u></p> <ul style="list-style-type: none"> <li>• FYE Learning Communities, integrative assignments incorporating service learning and linked classes with English (Basic Skills and college English, including innovative accelerated courses)</li> <li>• Dedicated HDEV courses for EOPS, Puente, Project Success, Special Resource Center (SRC), and district high schools.</li> </ul> <p><u>Faculty development enhances instruction focused on engaging students and promotes teaching excellence at departmental, campus and national levels:</u></p> <ul style="list-style-type: none"> <li>• Teaching and Learning Cohort</li> <li>• Department-designed peer review process centered on best practices in teaching and student learning</li> <li>• Faculty Inquiry Partnership Program (FIPP)</li> <li>• Training and workshops provided at local, regional and national level.</li> </ul>
<p><b>Strategic Initiative B</b></p> <p>Strengthen quality educational and support services to promote student success.</p>	<p><u>Focus on student learning and college completion:</u></p> <ul style="list-style-type: none"> <li>• HDEV’s research-proven curriculum challenges students to engage in the learning process and cultivates the soft skills associated with success in college, work and in life. <ul style="list-style-type: none"> <li>• A study of more than 1,000 students in HDEV 10 courses showed statistically significant improvement in the following domains: responsibility, motivation, self-management, self-awareness, emotional intelligence, lifelong learning and self-esteem.</li> </ul> </li> <li>• HDEV courses address academic plans, pathways and educational planning, requiring students not only to obtain education plans, but to understand the educational planning process, thereby equipping them to manage their educational progress.</li> </ul>



	<ul style="list-style-type: none"> <li>• HDEV courses challenge students to build academic &amp; social support networks. As a result, students successfully transition from awareness to engagement – not only do they know about campus resources - they apply critical thinking by actively engaging with services and networking with campus service providers.</li> <li>• Four of five HDEV courses are transferable to the UCs and/or CSUs.</li> <li>• Student support programs (EOPS, FYE, Puente, Project Success) require HDEV courses, citing them as critical to students’ academic and personal growth and success.</li> </ul> <p><u>Focus on collaboration to support student success:</u></p> <ul style="list-style-type: none"> <li>• With significant support and assistance from library staff, the department has created a textbook loan program for HDEV 8 students, allowing the department to enhance the rigor and demands of the course while minimizing the financial impact on students. The program has been in effect for more than three years, supporting more than 300 students per year.</li> </ul> <p><u>Participation in the College’s efforts to respond to the 2012 Student Success Act through:</u></p> <ul style="list-style-type: none"> <li>• Active involvement in Enrollment Management Committee</li> <li>• Ongoing collaboration with colleagues, programs and initiatives including EOPS, FYE, Puente, Project Success, SRC</li> <li>• Participation in New Student Orientation/Welcome Week</li> <li>• Mentoring El Camino College (ECC) and Compton Education Center (CEC) faculty seeking to implement service learning and active learning strategies that enhance student responsibility.</li> </ul>
<b>Strategic Initiative C</b> Foster a positive learning	<u>HDEV faculty: Leadership in ECC committees and faculty professional development.</u>

<p>environment and sense of community and cooperation through an effective process of collaboration and collegial consultation.</p>	<ul style="list-style-type: none"> <li>• Co-coordinate FIPP at ECC</li> <li>• Coordinator of FIPP at CEC</li> <li>• Co-Vice President of Faculty Development</li> <li>• Enrollment Management Committee</li> <li>• Career Center Community Advisory</li> <li>• Campus SLO Facilitator</li> <li>• Division SLO Facilitator</li> <li>• BSS Division Curriculum Committee</li> <li>• BSS Division Council</li> <li>• ALC Committee</li> <li>• Awarded over \$200,000 in Basic Skills Initiative (BSI) and WalMart grants for faculty development programs focused on developing active and responsible learners.</li> </ul>
<p><b>Strategic Initiative D</b></p> <p>Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the workforce training and economic development needs of the community.</p>	<p><u>In the Community:</u></p> <ul style="list-style-type: none"> <li>• Service Learning - Collaborate with more than 50 community organizations to provide more than 3,000 hours of service per year, impacting the community in the following areas: hunger, homeless, children, education, elder care, animals, environment and health.</li> <li>• ECC/West LA/LMU Summer Bridge (CURSA)</li> <li>• Annual collaborative workshops: HDEV, Cosmetology, Working Wardrobes, local women's shelters, ECC CARE and CalWorks</li> <li>• HDEV courses at Leuzinger High School</li> </ul> <p><u>Curriculum Based:</u></p> <ul style="list-style-type: none"> <li>• SLOs include "soft skills" identified by SCANS as critical to the workforce</li> <li>• HDEV 5 – Career &amp; Life Planning</li> <li>• HDEV 12 – Success in the Work Place</li> <li>• HDEV 10 – Strategies for Creating Success in College and in Life</li> </ul>
<p><b>Strategic Initiative E</b></p>	<p><u>Review and update curriculum</u></p>

<p>Improve processes, programs, and services through the effective use of assessment, program review, planning, and resource allocation.</p>	<ul style="list-style-type: none"> <li>• Faculty provide campus and national leadership for professional development initiatives at the local, regional and national levels.</li> <li>• Assess course SLOs, analyze &amp; discuss results, make recommendations for continuous program improvement</li> <li>• Program Review and Annual Program Plans are aligned to address recommendations and prioritize resources needs</li> </ul>
<p><b>Strategic Initiative F</b></p> <p>Support facility and technology improvements to meet the needs of students, employees, and the community.</p>	<ul style="list-style-type: none"> <li>• Encourage all HDEV faculty to utilize technology in instruction: clickers, smart classrooms, team sites, Etudes</li> <li>• Require that students learn to utilize technology – clickers, presentation software, Etudes, Team Sites</li> <li>• Utilize campus resources to enhance student learning: computer labs, library databases, online resources</li> <li>• Incorporate library orientations offered by reference librarians into curriculum</li> <li>• Engage in ongoing professional development to stay abreast of advances in technology and software.</li> </ul>
<p><b>Strategic Initiative G</b></p> <p>Promote processes and policies that move the College toward sustainable, environmentally sensitive practices.</p>	<ul style="list-style-type: none"> <li>• Limit printing duplicates of course materials by providing electronic copies via course management systems.</li> <li>• In collaboration with reference librarians, encourage students' use of ebooks and electronic research resources (e.g., full-text articles)</li> </ul>

#### d) Status of Recommendations HDEV's Previous Program Review

Following is a chart with the status of prioritized recommendations from the 2009 Program Review. Below the summary chart is a progress update for each recommendation.

2009 Program Review Recommendations Status Report						
		Elim- inate	Com- plete	On Hold	In Pro- gress	On Going
Recommendation 1	Hire an additional full-time faculty member					✓
Recommendation 2	Create a Department Chair position	✓				
Recommendation 3	Increase the use of instructional technology in Human Development courses.		A. ✓ B. ✓			C. ✓
Recommendation 4	Conduct course review and create new course proposals for the Human Development program.		A. ✓		B. ✓ C. ✓	
Recommendation 5	Add additional day and evening sections of HDEV 10.		✓			
Recommendation 6	Maintain the program's growth trend by increasing marketing and awareness of Human Development courses among students and faculty.		✓			
Recommendation 7	Incorporate Service Learning in Human Development 8 and 10	B. ✓	A. ✓			
Recommendation 8	Create a faculty resource library of films, textbooks and facilitator manuals.		✓			
Recommendation 9	Maintain the Teaching and Learning Cohort (TLC) as a venue for faculty professional development and sharing of best practices.					✓
Recommendation 10	Write additional Student Learning Outcomes (SLOs) for HDEV 5, 8, 10, 12, 20 and conduct assessments.		✓			

**Following is a discussion of progress for each prioritized recommendation.**

2008 Program Review Recommendations	2013 Status Update
<p><b>Recommendation 1: Hire an additional full-time faculty member</b></p> <p>The program is in a growth trend that is expected to continue in the future, especially as the college responds to the mandates of the Student Success Act. The full-time to part-time faculty ratio (34% full-time to 66% part-time faculty in Fall 2008) is below the State's recommended institutional standard of 75% full-time to 25% part-time faculty. To support students and future program growth effectively, a new full-time position should be created.</p> <p>Additional budget needed: \$80,000.</p>	<p><b>Status: On Going</b></p> <p>The department anticipates significant future growth due to the passage of the SB-1456, the 2012 Student Success Act. The need for a new position is even more critical now because the department will need to add more sections of existing courses and also develop new courses to meet the legislative demands. In Spring 2013, the faculty ratio was 61% full-time to 39% part-time. A new position is needed to support program growth.</p> <p>Additional budget needed: \$100,000</p>
<p><b>Recommendation 2: Create a Department Chair position</b></p> <p>In order to provide sustained leadership for the department's extensive curriculum, professional development and program growth initiatives, the program recommends creating a Department Chair position. Additional budget needed: \$16,000 (20% release time)</p>	<p><b>Status: Eliminate</b></p> <p>The department may revisit this recommendation in the future, but it is not a recommendation for this program review cycle.</p>
<p><b>Recommendation 3: Increase the use of instructional technology in Human Development courses.</b></p> <p>The faculty understand the importance of engaging students in Human Development classes and plan to increase the use of instructional technology in classes to accomplish this.</p> <p><b>a.</b> The department recommends adding Smart classrooms and Clickers. The department recommends purchasing two sets of clickers for use in Human Development classes by 2009-2010. Additional budget needed: \$4,000</p> <p><b>b.</b> The program recommends adding two Smart classrooms. Additional budget needed: \$24,000.</p>	<p><b>Status:</b></p> <p><b>a. Status: Complete.</b></p> <p>Clickers were provided by the Division.</p> <p><b>b. Status: Complete.</b></p> <p>The BSS building was renovated and faculty have smart classrooms.</p> <p><b>c. Status: On Going</b></p> <p>This remains a department recommendation. Additional budget is needed to purchase a computer lab. This cost and the lab could be shared with other</p>

<p>c. The program also recommends adding a computer lab. Additional budget needed: \$50,000.</p>	<p>departments.</p> <p>Additional budget needed: \$50,000</p>
<p><b>Recommendation 4: Conduct course review and create new course proposals for the Human Development program.</b></p> <p>a. University of California (UC) transfer articulation status for Human Development 10.</p> <p>b. A new 3-unit Career Planning course is recommended to provide more in-depth study of the topic. Faculty members have initiated work on the 3-unit Career Planning course and expect to complete the course proposal by Fall 2009.</p> <p>c. The faculty recommends developing a new Service Learning course so that students in all disciplines will have opportunities for experiential learning. No additional budget is required for course development.</p>	<p><b>Status:</b></p> <p><b>a. Status: Complete</b></p> <p>The faculty submitted HDEV 10 for transfer approval in Spring 2009 and UC articulation was achieved.</p> <p><b>b. Status: In Progress</b></p> <p>In order to address the mandates of SB-1456, and after consultation with Counseling and other campus departments and programs, HDEV faculty developed and submitted a new 3-unit, CSU and UC-transferrable career planning course to the Curriculum Committee in Fall 2013.</p> <p>The department also revised existing courses to meet the high academic standards of the department. One course was inactivated and three were changed from Pass/No Pass to graded courses.</p> <p><b>c. Status: In Progress</b></p> <p>Proposing a new Service Learning course will become a priority recommendation for the next program review cycle.</p>
<p><b>Recommendation 5:</b> <b>Add additional day and evening sections of HDEV 10.</b></p> <p>Enrollment increases are expected with the anticipated approval (August, 2009) for UC transfer status.</p> <p>Additional budget needed: \$9,000.</p>	<p><b>Status: Complete</b></p> <p>New sections are planned for Fall 2013 and Spring 2014.</p>

<p><b>Recommendation 6: Maintain the program's growth trend by increasing marketing and awareness of Human Development courses among students and faculty.</b></p> <p>The department plans to promote the program but needs marketing materials such as banners, brochures, posters, pens and other items for use at campus activities and registration events.</p> <p>Additional budget needed: \$3,000.</p>	<p><b>Status: Complete</b></p> <p>The department invested in a professional banner, brochures, posters and other materials. The department continues to utilize low-cost resources by collaborating with colleagues and making information available through Student Services.</p> <p>Brochures, posters, and other materials are needed annually for use at events, but the department currently has sufficient materials.</p>
<p><b>Recommendation 7: Incorporate Service Learning in Human Development 8 and 10</b></p> <p>A. Faculty plan to involve students in learning activities that prepare them to participate in real life scenarios while stimulating awareness in good citizenship. The department's goal is that at least 10 sections of HDEV 8 and 10 will require service learning as part of course assignments.</p> <p>B. The department recommends purchasing El Camino College shirts so that students conducting Service Learning will clearly represent the college and demonstrate El Camino College's commitment to civic engagement.</p> <p>Additional budget needed: \$5,000</p>	<p><b>a. Status: Complete</b></p> <p>The department successfully implemented Service Learning in HDEV 8 and HDEV 10.</p> <p><b>b. Status: Eliminate</b></p> <p>The department successfully implemented Service Learning in HDEV 8 and HDEV 10, but does not recommend buying ECC shirts. Students are required to dress professionally when representing ECC in the community.</p> <p>No additional budget needed.</p>
<p><b>Recommendation 8: Create a faculty resource library of films, textbooks and facilitator manuals.</b></p> <p>Materials are needed by both full and part-time faculty to supplement instruction, ensure that the latest instructional techniques are used throughout the Human Development department and to maximize student learning.</p> <p>Additional budget needed: \$4,000.</p>	<p><b>Status: Complete</b></p> <p>Faculty acquired sufficient materials through textbook vendors and other donors.</p>

<p><b>Recommendation 9: Maintain the Teaching and Learning Cohort (TLC) as a venue for faculty professional development and sharing of best practices.</b></p> <p>Ensuring quality instruction in Human Development courses is critical to continued high student success and retention rates. Program faculty successfully developed an effective faculty development program (TLC) and plan to maintain this in the future.</p> <p>Additional budget needed for instructional materials and supplies: \$1,000</p>	<p><b>Status: On Going</b></p> <p>Program faculty successfully developed a variety of effective faculty development programs at the department and campus level and plan to continue these efforts in the future. Funding was provided through other means and no additional budget will be needed in the next Program Review cycle.</p>
<p><b>Recommendation 10: Write additional Student Learning Outcomes (SLOs) for HDEV 5, 8, 10, 12, 20 and conduct assessments.</b></p> <p>In order to continually assess student learning outcomes in courses, the department recommends writing additional SLOs. The department has already exceeded the College's requirements for completion of assessments in departments with fewer than five faculty members. Writing additional SLOs will continue the momentum of assessing student learning in Human Development.</p> <p>No additional budget is required for writing and assessing SLOs.</p>	<p><b>Status: Complete</b></p> <p>The department has successfully written SLOs and conducted assessments. The department will continue to assess SLOs annually.</p>



## 2. Analysis of Research Data

### a) Analysis of Statistics/Data

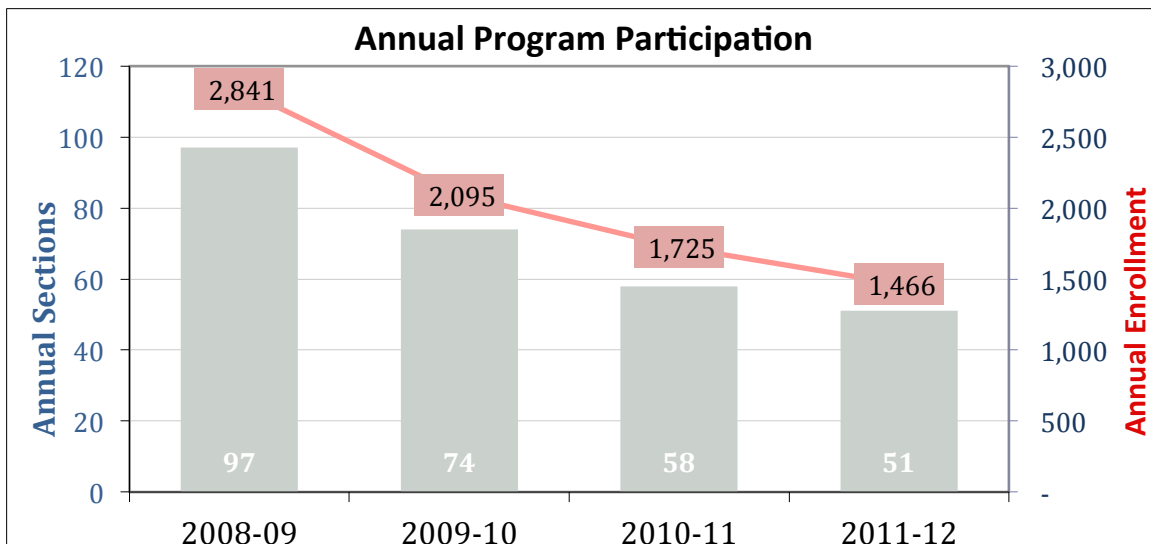
#### 1. Head count of students in the program

Human Development was growing in enrollment until the budget cuts reduced section offerings by nearly half. With reduced sections, enrollment declined at nearly the same rate. It is important to note that the program's enrollment declined significantly because programs such as EOPS, which offer dedicated sections of Human Development courses, were reduced drastically with the budget cuts. Because of this, the department experienced a disproportionate enrollment drop. While the enrollment decline was significant, section fill rates were consistently high from 2008-2012 and most sections offered were full, with full waitlists. The HDEV head count in 2007 was 1323 (44 sections) indicating that despite reducing sections and budget constraints, the program has grown since the last program review. With future budget stability and student support programs with dedicated sections of Human Development courses returning to their capacity, the department expects significant and rapid enrollment growth.

	2008-09	2009-10	2010-11	2011-12	4 Yr Average
Annual Enrollment	2,841	2,095	1,725	1,466	2,032

	2008-09	2009-10	2010-11	2011-12
Students	2,448	1,867	1,578	1,345
Enrollments/Student	1.16	1.12	1.09	1.09

#### Program Participation (4-Year Trend) Years: 2008-09 to 2011-12



## 2. Human Development Grade Distribution, Success and Retention

Below is the summary of Grade Distribution, Success and Retention from 2009-2012.

Annual Grade Distribution, Success and Retention														
Year	A	B	C	P	D	F	NP	Inc P	Inc NP	DR	W	Total	Succ.	Ret.
<b>2008 Total</b>	280	106	53	493	31	38	186	-	-	106	122	1,415	65.9%	83.9%
<b>2009 Total</b>	457	162	111	806	47	68	263	-	2	100	174	2,190	70.1%	87.5%
<b>2010 Total</b>	232	184	87	690	39	65	158	-	-	48	155	1,658	72.0%	87.8%
<b>2012 Total</b>	137	54	38	185	17	33	59	-	-	36	74	633	65.4%	82.6%

Summary: Human Development Success and Retention	
Preliminary Success Standard	67.4%
5 year Success Average	68.8%
5 year Success Minimum	65.9%

Based on analysis of the Human Development department's Success rates over the 2008 to 2012 time period, the Department has established a minimum Success standard of 65.9%.

Overall, the department is pleased with its success and retention rates from 2008-2012. In cases where 1-unit courses (HDEV 5, 8, 12, 20) had lower success rates, department faculty think this may have been because of these courses had Pass/No Pass grading. Students may not have taken the classes as seriously as necessary. As a result of faculty discussions about this, courses have since revised from Pass/No Pass to A-F grading, which more accurately reflects the rigor of the courses. Note: HDEV 20 is still in the curriculum revision process and will be completed by fall 2014.

The Department's Grade Distribution, Success rates and Retention rates are detailed in the chart on the next page and analysis follows on page 21.

## 2. Human Development Grade Distribution, Success and Retention

Grade Distribution																
Year	Course	Wk	A	B	C	P	D	F	NP	Inc P	Inc NP	DR	W	Total	Succ.	Ret.
2008	HDEV-10	15	-	-	-	-	-	-	-	-	-	-	-			
		16	180	83	47	-	28	25	-	-	-	11	49	423	73.3%	85.8%
	HDEV-12	5	-	-	-	8	-	-	8	-	-	4	9	29	27.6%	55.2%
	HDEV-20	5	8	6	3	-	1	4	-	-	-	4	9	35	48.6%	62.9%
		8	34	8	2	-	2	9	-	-	-	16	2	73	60.3%	75.3%
		16	58	9	1	-	-	-	-	-	-	-	2	70	97.1%	97.1%
	HDEV-5	5	-	-	-	20	-	-	1	-	-	11	2	34	58.8%	61.8%
		8	-	-	-	141	-	-	36	-	-	10	7	194	72.7%	91.2%
	HDEV-8	5	-	-	-	82	-	-	15	-	-	27	4	128	64.1%	75.8%
		8	-	-	-	217	-	-	123	-	-	22	36	398	54.5%	85.4%
		16	-	-	-	25	-	-	3	-	-	1	2	31	80.6%	90.3%
2008 Total			280	106	53	493	31	38	186	-	-	106	122	1,415	65.9%	83.9%
2009	HDEV-10	16	286	129	105	-	43	61	-	-	-	20	97	741	70.2%	84.2%
	HDEV-12	5	-	-	-	28	-	-	8	-	-	2	-	38	73.7%	94.7%
	HDEV-20	5	22	6	-	-	1	1	-	-	-	-	1	31	90.3%	96.8%
		8	22	15	-	-	3	6	-	-	2	1	9	58	63.8%	82.8%
		14	59	11	5	-	-	-	-	-	-	2	1	78	96.2%	96.2%
		16	68	1	1	-	-	-	-	-	-	-	-	70	100%	100%
	HDEV-5	8	-	-	-	178	-	-	43	-	-	4	11	236	75.4%	93.6%
		16	-	-	-	37	-	-	24	-	-	-	6	67	55.2%	91.0%
	HDEV-8	5	-	-	-	153	-	-	43	-	-	27	9	232	65.9%	84.5%
		8	-	-	-	371	-	-	123	-	-	42	40	576	64.4%	85.8%
		16	-	-	-	39	-	-	22	-	-	2	-	63	61.9%	96.8%
2009 Total			457	162	111	806	47	68	263	-	2	100	174	2,190	70.1%	87.5%
2010	HDEV-10	16	232	184	87	-	39	65	-	-	-	13	88	708	71.0%	85.7%
	HDEV-12	8	-	-	-	30	-	-	11	-	-	2	12	55	54.5%	74.5%
	HDEV-5	5	-	-	-	21	-	-	11	-	-	2	4	38	55.3%	84.2%
		8	-	-	-	71	-	-	16	-	-	4	7	98	72.4%	88.8%
		16	-	-	-	55	-	-	9	-	-	1	2	67	82.1%	95.5%
	HDEV-8	5	-	-	-	160	-	-	20	-	-	7	9	196	81.6%	91.8%
		8	-	-	-	353	-	-	91	-	-	19	33	496	71.2%	89.5%
2010 Total			232	184	87	690	39	65	158	-	-	48	155	1,658	72.0%	87.8%
2011	HDEV-10	16	248	180	109	-	50	52	-	-	1	19	56	715	75.1%	89.5%
	HDEV-20	8	14	-	1	-	1	2	-	-	-	1	1	20	75.0%	90.0%
	HDEV-5	8	-	-	-	106	-	-	42	-	-	5	18	171	62.0%	86.5%
	HDEV-8	8	-	-	-	500	-	-	139	-	-	22	37	698	71.6%	91.5%
2011 Total			262	180	110	606	51	54	181	-	1	47	112	1,604	72.2%	90.1%
2012	HDEV-10	16	137	54	38	-	17	33	-	-	-	10	39	328	69.8%	85.1%
	HDEV-12	8	-	-	-	17	-	-	3	-	-	2	-	22	77.3%	90.9%
	HDEV-5	8	-	-	-	47	-	-	9	-	-	-	3	59	79.7%	94.9%
	HDEV-8	8	-	-	-	121	-	-	47	-	-	24	32	224	54.0%	75.0%
2012 Total			137	54	38	185	17	33	59	-	-	36	74	633	65.4%	82.6%

### 3. Success rates

From 2008-2012 (see the second chart below), the department's success rates have been higher than the Behavioral and Social Sciences (BSS) Division's success rates in all semesters but one. Worth noting is the fact that the Human Development average success rate is 5% higher than the Division's success rate. The Department's average success rates over these ten semesters is 1.7% higher than the College's average success rate. This suggests that pedagogical approaches and content in Human Development courses help students master knowledge and skills that contribute to their success in college. The faculty noted that the lowest success rates were in 5-week courses. It was concluded that the 5-week sessions are too short and do not allow students sufficient time to master the content. Therefore, the faculty discontinued offering 5-week sections. Faculty also noted that in 2011, HDEV 8 had a 54% success and 75% retention rate. Unlike the situation with the 5-week courses, this seemed to be a rare occasion that happened with a particular set of students.

<b>5-Year Human Development Success Rates</b>	
Preliminary Success Standard	67.4%
5-year Success Average	68.8%
5-year Success Minimum	65.9%

### Success and Retention Rate Comparison - Fall and Spring Semesters

Year/Semester	HDEV Success	BSS Success	ECC Success	HDEV Retention	BSS Retention	ECC Retention
2008 Fall	65.9%	59.2%	80.9%	83.9%	75.3%	80.9%
2009 Fall	72.1%	63.9%	66.2%	89.6%	77.0%	81.7%
2010 Fall	72.5%	63.7%	67.3%	88.6%	78.0%	81.8%
2011 Fall	68.4%	64.6%	67.3%	89.3%	78.8%	81.8%
2012 Fall	75.6%	68.5%	69.8%	90.9%	81.7%	84.3%
2008 Spring	63.1%	60.8%	62.8%	80.0%	79.5%	78.8%
2009 Spring	68.1%	63.6%	65.0%	85.5%	80.3%	81.9%
2010 Spring	71.4%	65.2%	67.2%	86.9%	78.9%	81.2%
2011 Spring	76.0%	64.8%	66.6%	90.9%	78.7%	81.0%
2012 Spring	65.4%	68.6%	68.1%	82.6%	83.3%	82.0%

### 4. Retention rates

From 2008-2012, Human Development's retention rates have been higher than the BSS Division rates (with the exception of Spring 2012) and consistently higher than the El Camino College rates. Faculty believe this is due to the mix of personalized attention and unique content of Human Development courses. The department's curricular focus on principles for success such as personal responsibility, self-motivation and goal-setting helps students maintain focus on their academic and career goals.

## 5. A comparison of success and retention rates in face-to-face classes with distance education classes

Human Development courses are approved for distance education but the department does not currently offer any distance education courses.

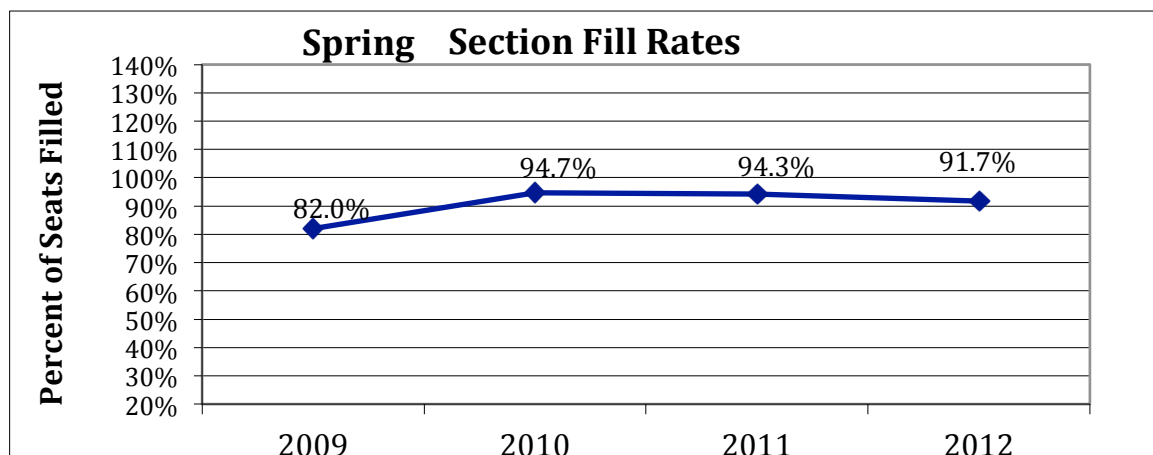
## 6. Enrollment statistics with section and seat counts and fill rates

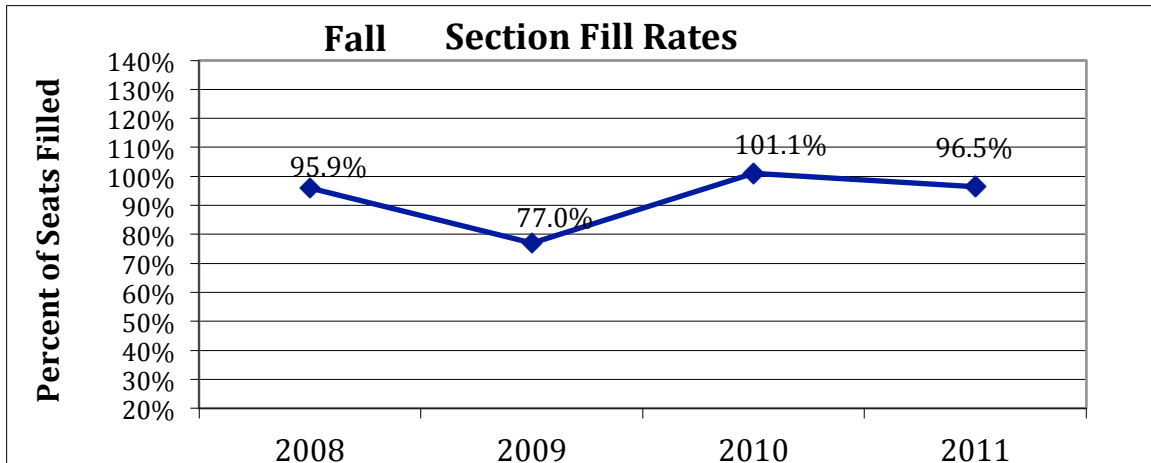
### Course, Section, Seat Counts

Human Development	2008-09	2009-10	2010-11	2011-12
Sections	97	74	58	51
Seats	2,841	2,095	1,725	1,466

### Fill Rates

Department faculty comply with the College's request to adhere to course caps. The charts below indicate that fill rates were at their highest in 2010 and 2011. This increased demand is likely due to the fact that HDEV 10 was revised to be transferable to both the CSU and UC systems. The department expects the high fill rates will likely continue as admissions into the UC and CSU systems is becoming increasingly more competitive with fewer seats available. In addition, HDEV courses, with their focus on orientation and educational and career planning are central to meeting the recommendations of the Chancellor's Student Success Task Force and the mandates of SB-1456 Community Colleges: Seymour-Campbell Student Success Act of 2012.





Fill rate patterns have been fairly consistent in fall and spring semesters from 2008 to 2012. Both semesters showed a decline in 2009. This could be due to budget cuts that reduced the number of linked courses and dedicated HDEV sections for students service programs (e.g. EOPS, FYE and Puente).

#### **7. Scheduling of courses (day vs. night, days offered, and sequence)**

The distribution of Human Development courses offered each semester reflects student demand for daytime courses. The Department offers evening classes to meet the needs of ECC's diverse student population. Classes are scheduled during various times throughout the day, including early morning, mid-day and evening. The department no longer offers weekend classes because they were difficult to fill in previous years.

#### **Enrollment by Time of Day**

<b>Fall Term</b>	2008	2009	2010	2011
Day	93.4%	95.5%	93.8%	93.6%
Night	6.6%	4.5%	6.2%	6.4%
Weekend/Unknown	0.0%	0.0%	0.0%	0.0%

#### **Enrollment by Time of Day**

<b>Spring Term</b>	2009	2010	2011	2012
Day	89.2%	93.9%	90.2%	92.3%
Night	8.6%	6.1%	9.8%	7.7%
Weekend/Unknown	2.3%	0.0%	0.0%	0.0%

#### **8. Improvement rates (if applicable)**

N/A

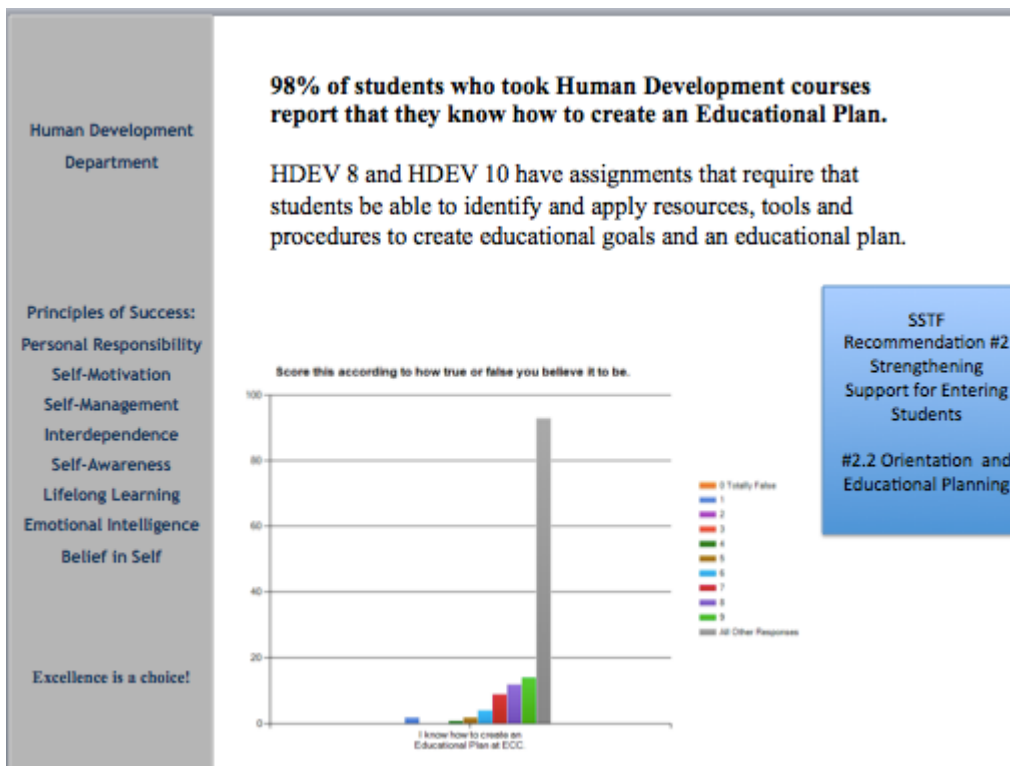
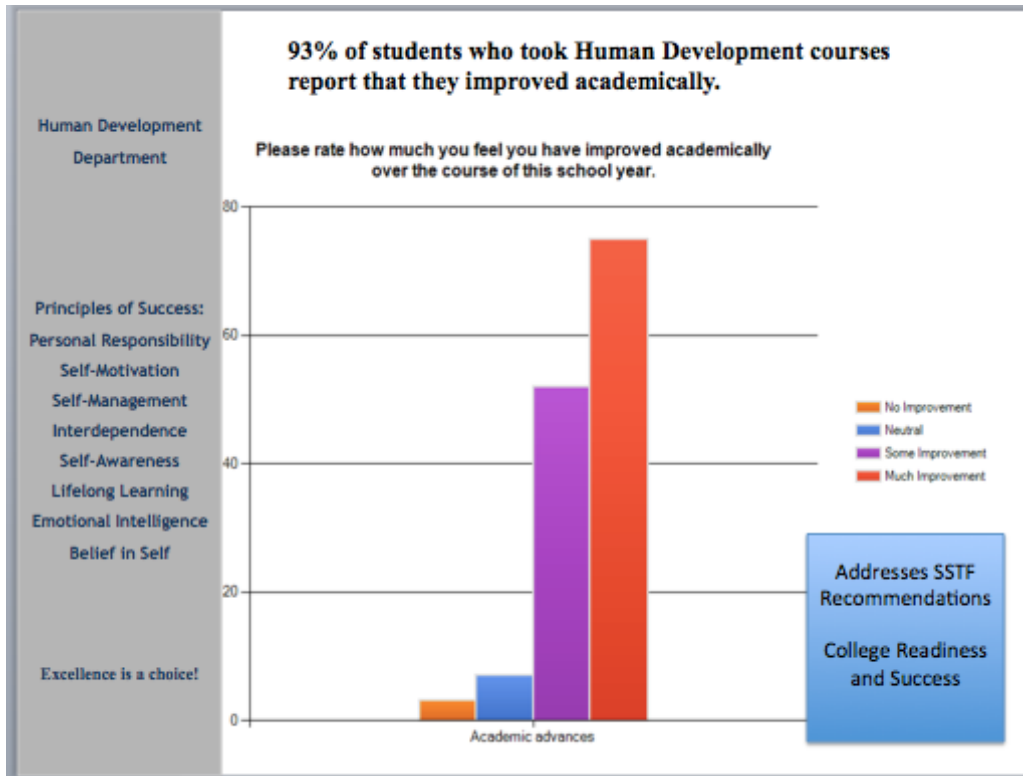
## **9. Additional data compiled by faculty**

- Enrollment in spring semesters is lower than in fall semesters. This is consistent with the College's enrollment patterns.
- HDEV has higher female student enrollments than male student enrollments. This is consistent with the College's enrollments. The 2010 Census shows that population in ECC's district boundaries is 51% female and 49% male.
- The Department has ethnically diverse student enrollment. Like the College, the majority of students in HDEV are Latino and African American.
- Approximately 40% students taking HDEV courses are between the ages of 18-21 and the remaining students represent a wide range of ages.
- There is a balance of full-time and part-time students in HDEV courses.
- HDEV conducted a survey of students to assess student learning outcomes. The results indicated that students are achieving important learning outcomes that contribute to their success in college and beyond.

### **Additional Data Indicating HDEV's Contributions to Student Success**

In 2012, the California Community Colleges Student Success Task Force (SSTF) produced recommendations aimed at improving the educational outcomes and workforce preparedness of students. HDEV's student survey results offer evidence that the department's courses and student learning outcomes are consistent with the SSTF recommendations.

Following are examples of how Human Development courses, class assignments and student learning outcomes have helped students achieve specific outcomes that align with the 2012 SSTF recommendations.



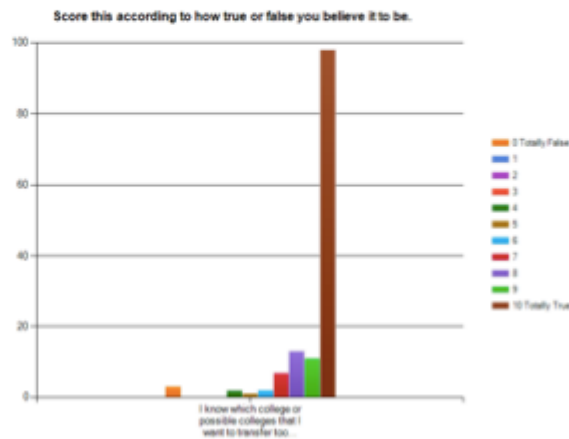


Human Development  
Department

Principles of Success:  
Personal Responsibility  
Self-Motivation  
Self-Management  
Interdependence  
Self-Awareness  
Lifelong Learning  
Emotional Intelligence  
Belief in Self

Excellence is a choice!

**96% of students who took Human Development courses report that they know which college or possible colleges that they want to transfer too. Those not planning to transfer reported that they knew what degree program they planned to complete at ECC.**



SSTF  
Recommendation #2  
Strengthening  
Support for Entering  
Students

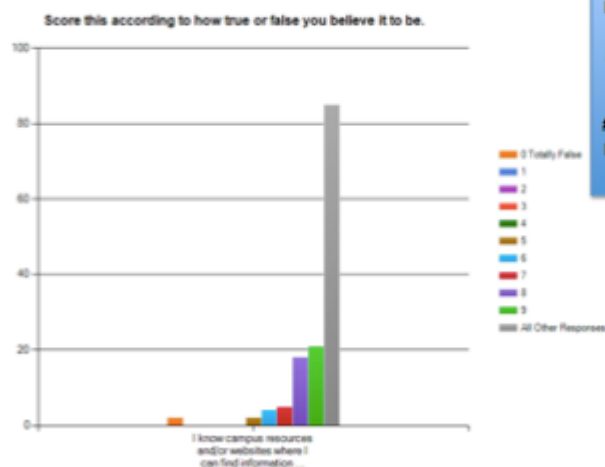
#2.2 Orientation and  
Educational Planning

Human Development  
Department

Principles of Success:  
Personal Responsibility  
Self-Motivation  
Self-Management  
Interdependence  
Self-Awareness  
Lifelong Learning  
Emotional Intelligence  
Belief in Self

Excellence is a choice!

**97% of students who took Human Development courses reported that they know campus resources and/or websites where they can find information about degree options and transferring.**



SSTF  
Recommendation #2  
Strengthening  
Support for Entering  
Students

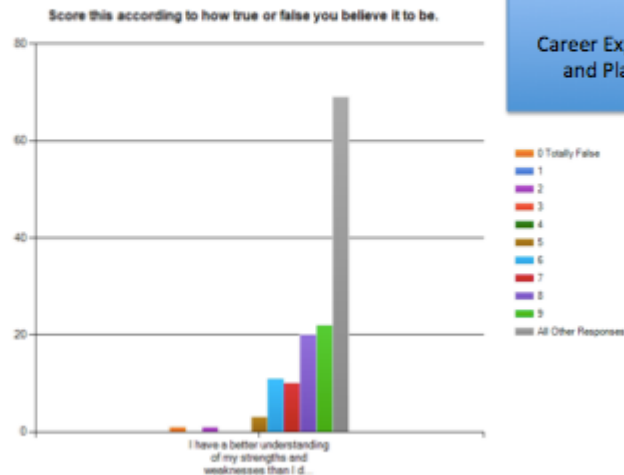
#2.2 Orientation and  
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Personal Responsibility  
Self-Motivation  
Self-Management  
Interdependence  
Self-Awareness  
Lifelong Learning  
Emotional Intelligence  
Belief in Self

Excellence is a choice!

**97% of students who took Human Development courses report that they have a better understanding of their strengths and weaknesses.**



Addresses SSTF  
Recommendations  
  
Career Exploration  
and Planning

Human Development  
Department

Principles of Success:  
Personal Responsibility  
Self-Motivation  
Self-Management  
Interdependence  
Self-Awareness  
Lifelong Learning  
Emotional Intelligence  
Belief in Self

Excellence is a choice!

### HDEV Courses Emphasize Developing Emotional Intelligence

Emotional intelligence is a learned ability that could be considered the single most important variable in achievement in college. The ability to manage emotions in order to stay on track toward a goal despite challenges and obstacles is an important determinant in college success.

- 93% of HDEV 10 students indicated that they view emotional intelligence as critical to college success.
- 82% of students reported that they were able to stay on track toward their goals even when they encountered challenges and obstacles.

Addresses SSTF  
Recommendations  
  
College Readiness  
and Success

Human Development Department  Principles of Success: Personal Responsibility Self-Motivation Self-Management Interdependence Self-Awareness Lifelong Learning Emotional Intelligence Belief in Self  Excellence is a choice!	<b>HDEV Courses Emphasize Self-Management &amp; Goal-Setting</b>  <b>Self-management and goal-setting:</b> Being organized is critical to success in college. HDEV students learn and apply a number of tools to help them stay on top of assignments, organize and track group projects, and manage their busy school, work and personal lives.	
	<ul style="list-style-type: none"> <li>85% of HDEV 10 students reported that they were more organized after taking the course than they were before.</li> </ul> <p>Doing well in college requires that students set and achieve goals in multiple areas. Setting goals in these and other areas provides students with direction, motivation and a way to measure progress.</p> <ul style="list-style-type: none"> <li>98% of HDEV students reported that taking HDEV 10 helped them learn to effectively set academic and personal goals.</li> </ul>	Addresses SSTF Recommendations  College Readiness and Success

Personal Responsibility  Self-Motivation  Self-Management  Interdependence  Self-Awareness  Lifelong Learning  Emotional Intelligence  Belief in Self	<p><b>I control how successful I will be.</b> 98% reported they believe this to be true.</p> <p><b>College is an important step on the way to accomplishing my goals &amp; dreams</b> 98% reported they believe this to be true.</p> <p><b>I know how to set effective short-term &amp; long-term goals.</b> 96% reported they believe this to be true.</p> <p><b>When I find myself "off course" in college, I know what I need to do to get back on track.</b> 93% reported they believe this to be true.</p> <p><b>I feel confident about my ability to succeed in college.</b> 98% reported they believe this to be true.</p>	Addresses SSTF Recommendations  College Readiness and Success
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**Teaching excellence in HDEV**

The department continues to emphasize teaching excellence at the department level as well as through campus-wide leadership. The department's initiatives have received national recognition for their efforts to promote active learning and student responsibility.

The Human Development Teaching and Learning Cohort was created to support the ongoing learning and professional development of all HDEV faculty. The program modeled research findings on effective faculty development programs. Faculty met several times each semester to collaborate on developing teaching and student learning tools and strategies, to problem-solve and to develop curricula. With the creation of the Faculty Inquiry Partnership Program (FIPP), all full-time and most part-time HDEV faculty transitioned to participate in FIPP, which was a one- to two-semester intensive program focused on innovations in active learning and student responsibility.

Full-time HDEV faculty members have also piloted a feedback tool for faculty that underscores the departmental goal that HDEV instruction models best practices. Faculty are encouraged to strive for excellence in the following areas: high standards and academic rigor, active learning, student responsibility, educational technology, assessment of student learning, professional development in teaching and student learning, professional standards and the administration of teaching.

### Best Practices: Faculty Feedback Guide

Area	Best Practices
High Standards and Academic Rigor	Instructor communicates high expectations for the quality of students' work and their time on task. Workload, required reading, and classroom activities are academically challenging.
Active Learning	Class activities and assignments are designed to engage students in active and collaborative learning in and out of the classroom. A variety of learning styles are addressed.
Student Responsibility	Course materials (syllabus, schedule, texts), assignments and classroom activities communicate an expectation that students take ownership and responsibility for their choices and for the consequences of those choices.
Educational Technology	Instructional technology and resources such as team sites, course management systems and internet resources are incorporated into class activities and assignments.
Assessment of Student Learning	Course materials, classroom learning and assignments are clearly aligned with program and course SLOs. Instructor takes initiative to maintain currency in departmental SLOs and participates actively in initiatives to assess student learning. Assessment reports are reflective, thorough and submitted on time.
Professional Development in Teaching and Student Learning	Each semester, instructor is actively engaged in research and training in order to further learning, enhance teaching and ensure that best practices in teaching are utilized.
Professional Standards	Course materials are comprehensive, communicate effectively, and model professionalism. Course syllabi include current information.
Administration of Teaching	Administrative aspects of teaching are handled professionally.

### Campus Leadership for Teaching Excellence

Departmental faculty members have provided campus-wide leadership for teaching excellence through the college's innovative Faculty Inquiry Partnership Program (FIPP).

FIPP commenced in 2009 and was funded through Fall 2011 with generous support from El Camino College's Basic Skills Initiative and from the WalMart Student Success Initiative. A total of five faculty cohorts participated, incorporating 125 faculty representing two campuses, all academic disciplines, and programs for first-generation students such as EOPS, Puente, and FYE. Through the FIPP participants, the program continues to affect thousands of students and hundreds of faculty in faculty development initiatives for campus-wide Flex Day, Basic Skills, FYE, Title V Learning Teams and others.

Pre- v. post-FIPP comparisons convey the significant impact FIPP has had on faculty, students and the campus. More than one year after completing the program, 97% of faculty continued to utilize two or more active learning strategies in their teaching and 42% reported using six or more strategies. Eighty-one percent of participants are still in contact with their faculty partners. Nearly all faculty participants (99%) reported that FIPP positively impacted their teaching.

The program is associated with modest but consistent increases in student success. Student success rates after instructors attended FIPP were 2% higher than before their involvement in the program.

After the program, FIPP participants reported statistically significant increases in the level of active learning by their students and in their own satisfaction in dealing with difficult student behaviors and negative student attitudes. They also reported significant decreases in the occurrence of difficult student behaviors and negative student attitudes.

Among students, 91% responded that strategies that promote active and responsible learning helped them understand the material and increase their interest in content; 92% reported the strategies contribute to their success as a student.

### 3. Curriculum

HDEV's curriculum work over the past review cycle has focused on ensuring that courses are relevant, challenging and critical to students' academic and personal growth and success.

The department reviewed courses and made 3 important improvements.

1. HDEV 5 and 8 were revised from Pass/No Pass to A-F grading. The purpose was to ensure that curriculum and grading aligned to provide students with a grading scale that reflected the academic rigor and transfer status of the courses.
2. HDEV 10 was revised to meet the guidelines for articulation to the UCs as well as the CSUs.
3. HDEV 20 was revised to eliminate the Pass/No Pass option. Beginning fall 2014, the course will be A-F grading only. This revision was made to ensure that the grading scale reflects the rigor of the curriculum and the transferable status of the course.

All HDEV courses are reviewed in accordance with the College's guidelines. All course outlines have been reviewed within the past six years, and there are no out-of-compliance courses.

Course scheduling for one-unit courses has been adjusted to better promote student recruitment, retention and success. In the past, one-unit courses were offered as five-, eight-, or sixteen-week courses. Currently, they are offered only as eight-week courses. Combined with the changes from Pass/No Pass to A-F letter grading, the department anticipates more consistent rates of enrollment, retention and success.

#### a) Course Review Timeline

Course	Review Year
HDEV 5	2011
HDEV 8	2011
HDEV10	2009, currently being reviewed (2013)
HDEV12	2009, currently being reviewed (2013)
HDEV 20	2012

**b) Course Additions**

In response to recommendations from the previous program review and the mandates of SB-1456, the department has proposed a 3-unit career planning course, transferrable to CSU and UC. The revised new proposal will be submitted to the Division and College Curriculum Committees in fall 2013. The department also plans to create a course proposal for a new Service Learning course within the next program review cycle.

**c) Course Deletions From Current Course Offerings**

The department inactivated three courses, Human Development 15-Student Athlete Orientation to College and Educational Planning, Human Development 50-Special Topics in Human Development, and Human Development 95ab-Cooperative Career Education - General Work Experience. These inactivations were the result of recommendations from the previous program review.

**d) Distance Education Courses**

The department does not currently offer any distance education courses.

**e) Courses Meet Students' Transfer and Career Training Needs:**

HDEV's research-proven curriculum contributes to student success in college and beyond. Data from grant-funded research conducted by ECC's Institutional Research and from assessments of student learning indicate that courses significantly enhance student success and learning by equipping students to take ownership of educational, career and life planning.

HDEV's in-depth orientation to college resources shifts students from being informed to becoming engaged by mobilizing them to create a personal network of support services. Research has proven that HDEV courses provide students with opportunities to develop skills, attitudes and behaviors necessary for college and career success.

**HDEV Curriculum Leads to College Success and Career Readiness**

HDEV SLO assessments indicated that the HDEV curriculum aids in students' college success and career readiness. Following are highlights from assessments.

- 99% of HDEV students reported that after completing their respective HDEV course, they learned information and skills important to their success in college.
- 98% of HDEV students understand the tools used in educational planning and know how to create an Educational Plan.
- 96% of HDEV students know what college or possible colleges that they will consider for transfer. Those not planning to transfer know what degree program(s) they plan to complete at ECC.
- 85% of HDEV students reported that they were more organized after taking the course than they were before.



- 98% of HDEV students reported that HDEV helped them learn to effectively set academic and personal goals.
- 82% of students reported that they were able to stay on track toward their goals even when they encountered challenges and obstacles.

HDEV students learn and apply a number of strategies to help them manage their busy school, work and personal lives, set academic and personal goals, and gain the knowledge and skills to manage emotions in order to stay on track toward goals despite challenges and obstacles. All HDEV courses include instruction and active learning designed to help students cultivate the soft skills that lead to success in college and in life.

### **HDEV Students Experience Significant Personal Growth and Development**

The results of a study conducted by ECC's Institutional Research indicated that HDEV students experience significant growth in the personal qualities associated with success.

Human Development 10 (HDEV10) is a three-unit transferrable course that provides an exploration of cognitive, psychological, social and physical factors influencing success in college and in life. In Spring 2009, HDEV 10 students completed self-assessments before and after completing the course. The results below show students reported/demonstrated statistically significant changes in personal responsibility, motivation, self-management, self-awareness, emotional intelligence, lifelong learning and self-esteem, based on their pre and post assessments. The pre and post assessment instrument used in this research has been confirmed to be reliable and valid.

*Post and Pre Test Results, (Max = 80, Min = 0)*

Domain	Pre Test		Post Test		Growth	Sig.
	Pre	SD	Post	SD		
1 Personal Responsibility	55.44	1.70	65.98	0.63	10.54	*
2 Discovering a Motivating Purpose	56.21	1.29	63.97	0.84	7.76	*
3 Planning and Taking Effective Actions	52.06	0.71	58.71	0.53	6.65	**
4 Building Mutually Supportive Relationships	47.30	1.71	51.13	1.84	3.83	
5 Gaining Heightened Self-Awareness	50.02	0.33	59.77	0.23	9.75	***
6 Becoming a Life-Long Learner	45.49	0.50	59.54	0.46	14.05	***
7 Developing Emotional Maturity	49.03	1.13	55.75	1.07	6.72	***
8 Believing in Myself	54.95	0.74	61.01	0.87	6.06	***
Total Average	51.31	1.02	59.48	0.81	8.17	

*P* value less than the significance level of 0.05 (\*), 0.01 (\*\*), and 0.001 (\*\*\*)

Data excerpted from Arata, H. and Graff, I. (September, 2010) "On Course Outcomes Study," El Camino College Office of Institutional Research. For the complete study, visit:  
[http://www.elcamino.edu/administration/ir/docs/research/ECC\\_HDEV\\_OnCourse.pdf](http://www.elcamino.edu/administration/ir/docs/research/ECC_HDEV_OnCourse.pdf).

### **HDEV Curriculum Emphasizes Learning Through Service**

A unique feature of the curriculum is its focus on learning through service. Through service learning, faculty create connections across the disciplines to help reinforce important concepts, address real-world problems, and create a more coherent curriculum for students. Through assignments related to service learning, faculty provide ongoing opportunities for students to build meaning and understanding as they develop content-related knowledge and skills. As one of the first departments on campus to implement service learning into classes, Human Development faculty now provide mentorship to other departments and faculty seeking to incorporate service learning into courses.

Each year, Human Development students collaborate with over 50 community organizations and contribute over 3,000 hours of service to the local community, demonstrating the value of the Human Development program in achieving El Camino College's Institutional Learning Objective (ILO) of Community and Collaboration. The department proposes developing a stand-alone Service Learning course so that all El Camino College students have the opportunity to engage in experiential learning in the community. This course could be linked with any ECC course, offered as part of a learning community or offered independently to complement existing courses.

### **Course Offering Cycle**

HDEV 5, 8, and 10 are offered in both fall and spring semesters annually. HDEV 12 and 20 have limited offerings.

<b>Course</b>	<b>Semester Last Taught</b>	<b>Semester Next Offered</b>
HDEV 5	Spring & Fall 2013*	Fall 2013
HDEV 8	Spring & Fall 2013*	Fall 2013
HDEV10	Spring & Fall 2013*	Fall 2013
HDEV12	Spring 2012	Being Revised
HDEV 20	Spring 2011	Fall 2014

*\* Multiple sections offered fall and spring semesters annually.*

### **Concerns Regarding Course Articulation**

In the last program review, the department was concerned that HDEV 10 did not meet University of California (UC) transfer articulation status and recommended revising it. The department revised the course to meet articulation guidelines and UC articulation was granted. The course is very popular. Each semester, all sections offered are full and have full waitlists.

The department believes that there will be similar potential benefits if HDEV 12 is revised. HDEV 12: Success in the Workplace is a one-unit course that is currently not transferable to the CSUs. The department recommends revising this course to meet the criteria for articulation. Two important objectives can be achieved by revising HDEV 12. First, the revised course will meet the content and rigor necessary for articulation, making

the course more valuable for students. Second, the revised and enhanced course will meet the academic and career exploration needs of students. Increasing offerings for in-depth study in career planning was a recommendation of the previous HDEV program review and is central to the achieving the career readiness recommendations of SB-1456 Community Colleges: Seymour-Campbell Student Success Act of 2012.

By ensuring challenging and relevant course offerings, the department plans to increase opportunities for more students to gain important skills and knowledge that will help them achieve success in college and in life. The department sees this objective as a positive contribution to the district's success and retention rates.

### **Degrees and/or Certificates**

The department does not offer degrees or certificates. All courses except HDEV 12 satisfy AA/AS general education requirements and HDEV 5, 8, 10 and 20 transfer to the CSUs. HDEV 10 transfers to the UCs and CSUs.

### **HDEV Courses**

<u>Course</u>	<u>Title</u>	<u>Units &amp; Format</u>	<u>Assoc. Degree</u>	<u>Transfer</u>
HDEV 8	Orientation to College & Educational Planning	1 8 weeks	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> CSU
HDEV 5	Career & Life Planning	1 8 weeks	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> CSU
HDEV 20	Navigating the Transfer Process	1 8 weeks	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> CSU
HDEV 10	Strategies for Creating Success in College & in Life	3 16 weeks	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> CSU/Area E <input checked="" type="checkbox"/> UC
HDEV 12	Strategies for Creating Success in the Workplace	1 8 weeks		

### **Proposed Renumbering for HDEV Courses**

The department proposes revising course numbers to three digits in order to seamlessly add new courses and to enhance clarity for students regarding the recommended course sequence. Existing one-unit courses will begin "10" and will be odd numbers. Three-unit courses will begin "11" and will be even numbers.

Current Number	Proposed Change
HDEV 8: Orientation to College and Educational Planning	HDEV 101
HDEV 5: Career and Life Planning	HDEV 105
HDEV 20: Navigating the Transfer Process	HDEV 109
HDEV 10: Strategies for Creating Success in College and in Life	HDEV 110
HDEV 12: Strategies for Success in the Workplace	HDEV 102
HDEV 115 Career and Life Planning Across the Lifespan (proposed new course)	HDEV 115

#### **f) Recommendations Related to Curriculum**

*Recommendation:* Develop a new 3-unit career planning course.

*Recommendation:* Revise HDEV 12.

*Recommendation:* Add sections of HDEV courses to meet SB-1456 mandates.

*Recommendation:* Develop a service learning course.

*Recommendation:* Revise course numbers.

#### **Rationale for Curriculum Recommendations**

*Recommendation:* Create a new 3-unit course in career development.

Students can earn 3 transferable units, engage in self-exploration, learn about how personal interests, aptitudes and values align with potential majors and careers, and apply theories of career development to make informed decisions about their major and career choice. Offering this course will advance the College's goal of effectively responding to the Student Success Act of 2012 which mandates that colleges provide a broad variety of service delivery programs to support students in exploring educational and career interests and establishing informed educational choices aligned with clear academic and career goals. The course would allow the college to maintain its competitiveness in attracting new students since more than sixty colleges offer a comparable three-unit course. Most importantly, the course would equip students for long-term career success, preparing them for a number of challenges, including rapid technological change, the prevalence of contingent or short-term jobs, the expectation that working adults change careers up to five times, and constant organizational change in the face of global competition.

*Recommendation:* Revise HDEV 12 to provide more in-depth study of career exploration and meet the rigor of a transferable course. Increased opportunities for career exploration and career readiness will help fulfill SB-1456. If the course is transferable, it will be more valuable to students.

*Recommendation:* Add sections of HDEV courses to support the College in achieving the objectives of the SB-1456 by increasing curricular offerings in orientation, educational and career planning.

***Recommendation:*** Develop a service learning course proposal so that students in Human Development courses and other disciplines will have opportunities for experiential learning. Increased opportunities for students to engage in active, experiential learning through participation in service learning address the district's goal that students' academic experience facilitates their growth as responsible, engaged members of society.

***Recommendation :*** Revise course numbers to three digits. Renumbering will allow the department to seamlessly add new courses. It will also make it easier for students to understand the recommended course sequence.

## 4. Assessment and Student and Program Learning Outcomes (SLOs & PLOs)

### a) HDEV's Alignment Grid

Student Learning Outcome Course, Program and Core Competency Alignment													
Program: Human Development				Date: 12/6/11		Submitted by: Juli Soden Ext.3758							
Program Level SLOS													
1. Students will identify, integrate and apply cognitive, psychological, social and physical factors influencing success in college and in life.													
2. Students will demonstrate active learning, critical thinking and personal responsibility in determining outcomes for success in college.													
3. Students will develop interdependence and employ strategies for establishing effective and supportive relationships within diverse college and community environments.													
Core Competencies	I. Content Knowledge	II. Critical, Creative, and Analytical Thinking	III. Communication and Comprehension	IV. Professional and Personal Growth	V. Community and Collaboration		VI. Information and Technology Literacy						
Course Level SLOs					Program SLOs			Core Competencies					
					P1	P2	P3	I	II	III	IV	V	VI
HDEV 5 #1. Students will create a plan that identifies individual strengths and weaknesses, college majors and career plans.					X	X		3	4	3	4	4	2
HDEV 5 #2. Students will examine individual learning styles and personality types and assess how these relate to student success in college and careers.					X	X	X	3	4	3	4	4	2
HDEV 5 #3. Students will be able to identify and utilize current career research tools and resources.						X	X	3	4	2	3	3	4
HDEV 8 #1. Students will identify and apply resources, tools and procedures to create educational goals and an educational plan.					X	X	X	3	3	3	3	2	2
HDEV 8 #2. Students will analyze personal qualities and skills necessary for success in college and demonstrate how to apply these to achieving academic goals					X	X		3	3	3	3	2	2
HDEV 8 #3. Students will be able to identify resources and apply strategies for cultivating an effective support network on a college campus.					X	X		3	2	4	4	4	2
HDEV 10 #1. Students will utilize active learning and critical thinking to analyze personal qualities, skills and strategies necessary for success in college and demonstrate how to apply these to achieve academic goals.					X	X	X	4	4	3	4	4	2
HDEV 10 #2. Students will be able to identify and analyze cognitive, psychological, social and physical factors influencing success in college and in life.					X	X	X	4	4	3	4	4	2
HDEV 10 #3. Students will be able to identify factors that challenge success in college and develop a plan for resolving difficulties and overcoming obstacles.					X	X	X	4	4	2	4	2	2

Course Level SLOs, continued	Program SLOs			Core Competencies					
	P 1	P 2	P 3	I	II	III	IV	V	VI
HDEV 12 #1. Students will be able to identify and create the essential elements of an effective job search plan.	X			3	3	3	3	2	2
HDEV 12 #2. Students will be able to identify individual values and traits and analyze how these align with work environments.	X			3	3	3	3	2	2
HDEV 12 #3 Students will be able to identify and demonstrate personal qualities associated with success in the workplace such as self-management, interdependence and self-awareness.	X			4	3	2	4	3	2
HDEV 20 #1. Students will be able to identify and apply information and resources for selecting appropriate transfer institutions.	X	X	X	3	4	2	3	2	3
HDEV 20 #2. Students will identify educational and career goals and create a plan for eligible transfer to an appropriate institution.	X	X		3	4	2	3	2	3
HDEV 20 SLO #3 Students will be able to assess costs associated with transfer and identify appropriate sources of funding to assist with their educational goals.		X		4	3	2	2	2	3

**b) HDEV's 4-Year Cycle for SLO Assessments**

<b>Behavioral and Social Sciences</b> <b>Course and Program SLO Assessment Timeline: Four-Year Cycle</b> <i>Updated: 5/1/13</i>			
<b>Human Development</b>		<b>Program Review Date: Spring/Fall 2013</b>	<b>Number of Courses 5</b>
<b>Year</b>	<b>Semester</b>	<b>Course-Level SLOs Assessed</b>	<b>Program- Level SLOs Assessed</b>
Year 1 of 4-Year SLO Cycle	Spring 2013 Year 1	Program Review	.
	Fall 2013 Year 1	Program Review	
Year 2 of 4-Year SLO Cycle	Spring 2014 Year 2	Human Development 20 - Navigating the Transfer Process	
	Fall 2014 Year 2	Human Development 10 - Strategies for Creating Success in College and Life  Human Development 12 - Strategies for Success in the Workplace	
Year 3 of 4-Year SLO Cycle	Spring 2015 Year 3	Human Development 8 - Orientation to College and Educational Planning	
	Fall 2015 Year 3	Human Development 5 - Career and Life Planning	
Year 4 of 4-Year SLO Cycle	Spring 2016 Year 4	Human Development 115 - (proposed new course)	Program SLOs
	Fall 2016 Year 4		



**c) Percent of SLOs Assessed**

The Department has assessed 100% of course and program SLOs.

**d) Summary of SLO Assessment Results**

Students reported positive academic and personal growth through HDEV courses. They see themselves as active learners who can demonstrate critical thinking and personal responsibility in determining outcomes for success in college and in preparation for their future careers. These HDEV SLO assessment results confirm that HDEV courses are powerful factors for improving student success.

**HDEV 5 SLO Assessment Results**

HDEV 5 assessments indicated that students were able to assess their unique traits and characteristics, develop clarity around career interests and life goals, set goals that provided purpose and direction in college, and create a plan that maps out future college and career transitions.

**HDEV 8 SLO Assessment Results**

HDEV 8 assessments indicated that educational planning provides students with valuable information to help them plan an appropriate path toward their individual academic goals.

**HDEV 10 SLO Assessment Results**

HDEV 10 students mastered strategies for developing logical and analytical thinking and were able to apply these skills in their academic, personal and professional lives. The majority of students reported a greater sense of self-knowledge and an overall greater awareness of future possibilities. Students felt empowered to achieve their life goals and indicated a strong sense of personal responsibility for setting goals, making wise choices and managing their emotions to stay on course toward their goals. These learning objectives are critical to student success and are key components in the HDEV 10 curriculum.

**HDEV 12 SLO Assessment Results**

HDEV 12 assessment results indicated that students were able to identify and create the essential elements of an effective job search plan.

**HDEV 20 SLO Assessment Results**

HDEV 20 assessment results indicated that students have an increased awareness of university transfer options, a better understanding of admissions requirements, and more motivation to transfer to a four-year institution.

HDEV courses empower students to take control of their lives by helping them apply eight essential success principles to their important decisions. Students learn about the principles for success and then apply them to their own academic and personal lives through class assignments and activities. The success principles taught in HDEV courses are:

Accepting personal responsibility  
Discovering self-motivation  
Mastering self-management  
Employing interdependence  
Gaining self-awareness  
Adopting life-long learning and critical thinking  
Developing emotional intelligence  
Believing in yourself

Overall, student learning assessment results indicate that students are achieving the intended learning outcomes of the program. HDEV SLO assessment results also confirm that HDEV courses are powerful factors for improving student success.

### **Faculty Dialogue and Program Improvement as a Result of Assessment**

HDEV instructors believe that it is important to nurture an ethic that demands student commitment and promotes student responsibility. For students to succeed in college, they must become active and responsible participants in their own education. As active learners, students contribute to their own learning and to the development of a campus culture in which all students can learn and grow.

Student learning assessment results were analyzed by department full-time and part-time faculty. Findings were used to revise and refine assignments, to promote and improve student learning, and to improve the overall quality of the program. In addition to assessing data, faculty members maintain an ongoing dialogue about SLO statements, the methods used for measurement of learning, and appropriate modalities of instruction.

### **Specific Examples of Program Improvement Resulting From SLO Assessment:**

- The HDEV 8 Educational Planning assignment was reviewed and the instructor's guide was updated to ensure consistency and accuracy in instruction across the department.
- HDEV 5, 8 and 20 assessment results were analyzed within the context of program SLOs and the future direction of the department. The faculty determined that these courses should be revised from Pass/No Pass to A-F grading. This is consistent with other transferable courses and will improve students' transferability and maintain the program's academic integrity and reputation.
- HDEV 12 assessments indicated that students were able to identify and create the essential elements of an effective job search plan. Although students successfully achieved the SLO of the course, faculty discussions brought new ideas for program improvement. Specifically, the faculty determined that HDEV 12 should be revised to articulate to the CSUs. Part of this revision would be to revise the grading from Pass/No pass to a graded course. This would make the HDEV 12 more valuable to students. If HDEV 12 was transferable and graded A-F, faculty members think that students will take it more seriously than a Pass/No pass class. Their engagement, motivation and content mastery would increase.

- Through SLO-related discussions, faculty determined that students need further study in career development in order to gain an in-depth understanding of career theories and be able to apply their knowledge and skills throughout college and beyond. This requires more in-depth study than the department's 1-unit courses provide. The Department's planning and goal-setting has consistently highlighted the need to add a three-unit career development course. It was a recommendation in the previous program review. The department recommended creating a new course proposal that helps address the SB-1456 mandates and provides students with opportunities for rigorous, comprehensive academic study in career planning and preparedness. In the proposed course, extensive exploration of theoretical models of career development, career-related issues across the lifespan, and a changing global workplace will support students in making considered, informed choices. Discussions about the proposed new course initially began through analysis of student learning outcomes and faculty discussions of the department's future goals and objectives.

### e) HDEV's Level of Attainment: ACCC SLO Rubric

HDEV has embraced the SLO process and views this as an important opportunity for program evaluation and assessment of student learning. The program currently demonstrates "Sustainability" as defined in the ACCJC rubric.

Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement.
Dialogue about student learning is ongoing, pervasive and robust.
Evaluation of student learning outcomes processes.
Evaluation and fine-tuning of organizational structures to support student learning is ongoing.
Student learning improvement is a visible priority in all practices and structures across the college.
Learning outcomes are specifically linked to program reviews.

### Reasons for the Rating of Sustainability:

- All courses and the program have SLOs. All HDEV SLOs have been assessed. SLO assessment results are used as the basis for ongoing faculty discussions and decision making for continuous program improvement.
- Student learning is a priority in the department and SLO assessments and instructional strategies are always discussed at faculty meetings. In addition to regular faculty meetings, in fall 2013, the department also held a faculty retreat before the semester started so that faculty could have more in-depth discussion about student learning, best practices in instruction and program goals.
- The department collaborates with other divisions and departments in order to

help the College achieve the mandates of the Student Success Act. HDEV SLO assessment results have provided evidence of the department's success in facilitating student learning as it relates to college orientation, educational planning and career readiness, which are specific directives of the SB-1456.

- The department participates in learning communities that support student success and regularly collaborates with programs such as Puente, Project Success, FYE and EOPS in order effectively support students and effectively facilitate student success and retention.
- HDEV's course-level SLOs are aligned with program-level SLOs, as well as Institutional Learning Outcomes. Student learning outcomes are linked to the program's mission and prioritized recommendations as determined through the program review process.
- All courses and the program have SLOs. All HDEV SLOs have been assessed.
- SLO assessment results are discussed and used for program improvement and alignment of institution-wide practices.
- HDEV's course and program SLOs are aligned with Institutional Learning Outcomes. Assessment results are discussed and decisions for program improvement are made with a focus on 1) alignment with institutional practices and 2) improvement of student learning.
- Resources are regularly assessed and allocated appropriately within the department in order to maximize student learning.
- SLO assessment reports have been completed and are updated regularly.
- HDEV's course-level SLOs are aligned with program-level SLOs.
- Students demonstrate awareness of HDEV's departmental mission and the specific objectives of the courses in which they are enrolled.

**f) HDEV's Improved SLO Process and Dialogue about Assessment Results**

HDEV has made improvements in SLO assessment through focused faculty development efforts. The Department hosted a faculty "retreat" prior to the fall 2013 semester. Both full-time and part-time faculty attended. The department discussed its systematic approach to the SLO process - from gathering data, analyzing and interpreting evidence through holding collaborative discussions about pedagogical and curricular changes to improve student learning.

**g) List any related recommendations.**

**Recommendation:** Revise HDEV 12 to meet the rigor and content requirements to be transferable.

## **5. Facilities and Equipment and 6. Technology and Software**

### **a) Description of Existing Facilities and Equipment Used by the Program**

Program instructors understand the importance of student awareness and engagement in campus programs and services and, in some cases, include this in course learning objectives. Most Human Development classes include multiple assignments that require students to learn about and utilize various campus facilities, programs and resources.

Both faculty and students utilize the following:

- Career Center
- Copy Center
- Counseling
- ECC email and MyECC
- EOP&S and EOP&S Tutoring
- First Year Experience and Learning Communities
- Health Center
- Honors Transfer Program
- Library, including Orientations, periodical/reserves, computer labs and ERes
- Learning Resource Center and LRC Tutorial Programs
- Media Services/AV Equipment
- Puente
- Special Resource Center
- Transfer Center
- Writing Center

Program instructors use campus facilities for department workshops, faculty meetings and other department events.

### **Status of Recommendations from the Previous Program Review**

In the last program review, the department identified five immediate and long-range needs. The department acquired four of the five identified needs.

1. Smart Classrooms: The department has access to smart classrooms with the remodel of the Behavioral and Social Sciences building. Rooms are equipped with LCDs and smart room technology.

2. Clickers: The department acquired two sets of clickers for full-time faculty to use. A third set is available for part-time faculty to share. Additionally, white boards were added to the back walls of SOCS 203 and SOCS 204.

3. Faculty Resource Library: Through donations by individuals and publishers, the department has acquired textbooks and resource materials such as films, textbooks and facilitator manuals. These materials supplement instruction, ensure consistency in the latest instructional techniques and help maximize student learning.

4. Marketing materials: The department acquired a banner and materials for use at events and workshops.

5. Computer Labs: The department still has immediate and long-range needs for a computer lab.

#### **b and c) Immediate and Long-range Needs**

##### ***Immediate Need*** (1-2 years)

The department has an immediate need for a computer lab.

Proposed Cost: \$50,000. The expense for a lab could be shared with other departments interested in collaborating and using a computer lab.

##### ***Long-range Need*** (2-4+ years)

If the department is able to add a computer lab within 2 years, HDEV student and faculty access to computers should be sufficient over the next 2 to 4 years.

#### **d) Recommendations**

***Recommendation:*** Add a computer lab with a minimum of 50 workstations.

The department requests a computer lab for the following reasons:

1. HDEV 8 and 10 courses require that students complete an educational plan. With the 2012 legislative guidelines for online educational plans, a dedicated lab will make it easier for HDEV students to have online access to Assist.org, MyEdu.com, CSUMentor.edu, and other sources as they are learning about each component in the educational planning process.
2. HDEV 5 requires that students conduct online career exploration and complete a career plan. Online access to websites for skills and personality assessments and career exploration, such as the Occupational Outlook Handbook, Career Cruising.com, Eureka.org, Kuder.com, etc., is critical for students to complete assignments.
3. HDEV 20 requires that students complete a Transfer Plan. Online access to websites for college exploration and admissions, financial aid and scholarship exploration is critical for students to complete assignments.
4. HDEV courses have multiple in-class reflective writing and critical thinking assignments. The quality of student work is enhanced when students can use a computer to write and edit these assignments. Being able to edit and revise (and as a result, clarify their thinking) allows students to produce higher quality academic work.
5. Access to a reserved campus computer lab is limited to one or two class sessions per semester.
6. Because access to labs on campus is limited, it is difficult for faculty to provide in-class instruction through the many complex online programs and resources required for students to achieve HDEV course SLOs. Therefore, the department needs a computer lab with at least 50 workstations. This lab could be shared with other departments.

## 7. Staffing

### a) Current Staffing

The department's two full-time faculty members have led the department's rapid program growth and expansion in courses and contributed significant professional activities and service to the campus. Over the past four years, HDEV faculty have contributed to the following outcomes:

- 1) additional sections of existing courses have been offered;
- 2) course outlines have been updated;
- 3) faculty development workshops have increased support to part-time faculty;
- 4) collaboration with other campus departments has increased, resulting in more learning communities;
- 5) Human Development faculty representation on campus committees has increased;
- 6) Human Development leadership for the campus professional development initiatives has increased; and,
- 7) service learning has been incorporated into more courses, resulting in over 12,000 hours of service to the community by HDEV students over the last four years.

Due to the passage of SB-1456 in 2012 and increased student demand for Human Development courses, the department anticipates significant growth and expansion. To support this growth, the department anticipates the need for an additional full-time instructor within the next year. Student demand for HDEV 10 is expected to continually increase because UC transfer status was approved. The department has added new sections of the course to accommodate the demand. Student demand for HDEV 5, HDEV 8 and HDEV 20 is expected to increase because grading was revised from Pass/No Pass to letter grades. Once the proposed 3-unit career planning course is approved, the department anticipates high student demand. The department proposes offering 2 sections per semester and scaling up as students become aware of the new course offering and demand increases.

The full-time to part-time faculty ratio (61% full-time to 39% part-time faculty in Spring 2013) is below the State's recommended institutional standard of 75% full-time to 25% part-time faculty. Thus, the department has an immediate need for an additional full time faculty member.

Additionally, another faculty member is needed for the following:

- . 1) Increase the full-time to part-time faculty ratio;
- . 2) Teach additional sections of HDEV courses to meet SB-1456 mandates.
- . 3) Develop new courses;
- . 4) Expand co-curricular activities;
- . 5) Develop new initiatives for campus partnerships and linked courses;
- . 6) Increase representation at campus committees and service to the district; and,
- . 7) Increase faculty representation on local and national committees, providing recognition for ECC.

### **Faculty Mentorship and Professional Development**

The department's full-time professors facilitate workshops for professional development and networking for the part-time faculty. The purpose is to provide opportunities for the exchange of ideas and best practices in teaching as well as to ensure consistency in instruction across the department. It also provides an important venue for full-time faculty to meet regularly with part-time faculty to offer guidance and support.

To maintain currency in their field, program faculty provide leadership on a national level (i.e. On Course National Conference committee), attend national and local conferences, department meetings and TLC workshops. Informal discussions and reading professional articles, journals and books relevant to the discipline also contribute to faculty knowledge and currency in the field.

### **b and c) Immediate and Long-range Needs**

#### ***Immediate Need*** (1-2 years)

The department recommends hiring another full-time faculty member to meet the demands of additional course offerings.

Proposed Cost: \$100,000.

#### ***Long-range Need*** (2-4+ years)

If the department is able to hire a third full-time faculty member and maintain an active pool of part-time instructors, staffing should be sufficient over the next 2 to 4 years.



## 8. Future Direction and Vision

All Human Development course syllabi and classroom instruction are closely aligned with course outlines and student learning outcomes. While student success and retention rates typically exceed Division and College averages, Human Development faculty are aware of the challenges that the College faces with regard to students' college and career readiness.

### **SB-1456 Community Colleges: Seymour-Campbell Student Success Act of 2012.**

In 2012, SB-1456 was signed into law by Governor Jerry Brown. The new law will help student's complete educational goals, improve their career readiness and, ultimately, bolster the economy. The legislative cornerstone of this reform initiative is aimed at improving educational outcomes for students and better preparing the workforce needed for California's changing economy.

The California Community Colleges Student Success Task Force (SSTF) developed 22 recommendations aimed at improving the educational outcomes and workforce preparedness of California students.

SSTF recommendations align with Human Development's learning outcomes for student achievement and preparation for the demands of the evolving workforce. Therefore, the department is uniquely positioned to support ECC's efforts to address SB-1456; specifically as the legislation relates to orientation to college, educational planning, career readiness and adult learners. In response to SSTF recommendations, the department will continue to emphasize and expand educational and career planning across its curriculum.

### **Program Needs**

The program has an immediate need for an additional full-time instructor in the next year. The department is actively generating interest in Human Development courses every semester through co-curricular activities and campus involvement in order to continue the trend of increased enrollment. Additional curricular offerings in career planning and service learning, and revising course outlines for UC transferability will increase enrollment and justify the need for an additional full-time instructor.

### **Summary of Recommendations**

**Recommendation 1:** Hire an additional full-time faculty member.

**Recommendation 2:** Develop a new 3-unit career planning course.

**Recommendation 3:** Revise HDEV 12.

**Recommendation 4:** Add sections of HDEV courses to meet SB-1456 mandates.

**Recommendation 5:** Develop a service learning course.

**Recommendation 6:** Revise course numbers.

**Recommendation 7:** Add a computer lab with 50 workstations.

## 9. Prioritized Recommendations and Rationale

Human Development Department's Prioritized Recommendations and Rationale	Cost Estimate	Strategic Initiatives
<p><b>Recommendation 1:</b> Hire an additional full-time faculty member.</p> <p><b>Rationale for Ranking:</b> The Student Success Act, SB-1456, mandates increased efforts in providing students with academic opportunities related to orientation to college, educational planning and career readiness. HDEV courses provide these student learning objectives and SLO assessment results indicate that student achieve the related learning outcomes. Thus, the department can directly assist the College in meeting the new legislative mandates. However, the program must grow quickly and significantly. The program proposes 1) creating a new 3 unit career course; 2) revising HDEV 12 to become CSU transferable; 3) adding additional sections of HDEV courses, and 4) developing a Service Learning course. These recommendations will increase enrollment in HDEV courses and contribute significantly to the College's efforts to fulfill the recommendations of the SSTF.</p> <p>The department has only 2 full-time faculty members. Another full-time instructor is needed to support these efforts. The full-time to part-time faculty ratio (61% full-time to 39% part-time faculty in Spring 2013) is below the State's recommended institutional standard of 75% full-time to 25% part-time faculty. To support students and future program growth effectively, a new full-time position should be created.</p>	\$100,000	A, B, C, D
<p><b>Recommendation 2:</b> Develop a new 3 unit career planning course to provide in-depth study of career exploration. Include the appropriate content and rigor to meet the demands of a 3-unit, CSU and UC transferable course.</p> <p><b>Rationale for Ranking:</b> Students can earn 3 transferable units, engage in self-exploration, learn about how personal interests, aptitudes and values align with potential majors and careers, and apply theories of career development to make informed decisions about their major and career choice. Offering this course will advance the College's goal of meeting SSTF's recommendations for students' career readiness and degree progress.</p>	No Cost	A, B, C, D
<p><b>Recommendation 3:</b> Revise HDEV 12 to meet the content and rigor necessary for articulation.</p>	No Cost	A, B, C, D

<p><b>Rationale for Ranking:</b> HDEV 12 is the only course in the department that is not transferable or degree applicable. Revising HDEV 12 to be CSU transferable will increase the value of the course to students. Increasing offerings for in-depth study in career planning was a recommendation of the previous HDEV program review and is central to the achieving the career readiness recommendations of SB-1456.</p>		
<p><b>Recommendation 4.</b> Additional sections of HDEV courses are recommended to support the College in achieving the objectives of the SSTF by increasing curricular offerings in orientation, educational and career planning.</p> <p><b>Rationale for Ranking:</b> Increasing curricular offerings with student learning outcomes in college orientation, educational planning, and career readiness will facilitate the College's efforts to fulfill the SSTF recommendations.</p>	TBD	A, B, C, D
<p><b>Recommendation 5:</b> Develop a service learning course.</p> <p><b>Rationale for Ranking:</b> This course will offer increased opportunities for students in HDEV and other disciplines to earn transferable credit while engaging in active, experiential learning. Offering this course will advance the College's goal that students' academic experience facilitates their growth as responsible, engaged members of society.</p>	No Cost	A, B, C, D
<p><b>Recommendation 6:</b> Revise course numbers to three digits.</p> <p><b>Rationale for Ranking:</b> Renumbering will allow the department to seamlessly add new courses and will make it easier for students to understand the recommended course sequence.</p>	No Cost	A, B, C, D
<p><b>Recommendation 7:</b> Add a computer lab with a minimum of 50 workstations.</p> <p><b>Rationale for Ranking:</b> The program is growing and proposes adding new sections of existing courses as well as adding a new course. HDEV courses require that students complete assignments related to college orientation, educational planning and career readiness, all of which require online access. The websites and resources students must utilize are complex and class instruction is critical to student success. Because access to campus computer labs is limited, the department needs a lab in order to accomplish student learning objectives in HDEV courses.</p>	\$50,000	