

El Camino College  
Instructional Program Review

**Human Development**

Academic Year 2008-09

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The following self-study was compiled by the Human Development Department. Members of the team who completed this work are:

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## **I. Overview of Human Development**

The Human Development program has been in existence since 1977 and is a community of faculty dedicated to excellence in teaching and learning. The purpose of the program is to provide diverse students with an opportunity to obtain the necessary skills, knowledge and self-awareness to achieve success in college.

Program courses integrate theories of human development with principles of personal growth and 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 its inception, the program has continually evolved in order to address the diverse needs of the student population. The program currently has seven courses 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 challenging courses 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 plan for achieving their educational, career and life goals.

**Program's Characteristics, Outcomes and Trends**

The program has two full-time faculty members and a roster of approximately 15 part-time instructors. Human Development courses equip students with learning, skills, strategies and personal qualities to achieve academic, personal and career success. All courses in the department interweave student growth in essential soft skills such as self-awareness, motivation and self-discipline with proven strategies for academic success. Courses are designed in such a way that a student can build a foundation for growth and understanding in personal, college and career success as they progress through Human Development courses, from Orientation to College and Educational Planning to Strategies for Success in College, Navigating the Transfer Process and Career Planning. In all Human Development Department courses, students are required to create a plan for their future (Educational Plan, Career Plan, Life Plan or Transfer Plan).

**Instruction and Assessment**

Faculty use a variety of instructional methods to promote student learning and achieve student learning outcomes. The department evaluates the extent to which students meet learning objectives, skills, and competencies through a variety of methods and evaluations, as well as formal student learning outcomes assessments.

Instruction is based on the understanding that content and pedagogy interrelate in complex ways. Instructors have high expectations for students and respect diverse talents and learning styles. Classes are student-centered and encourage active learning, collaboration and cooperation among students, as well as frequent interaction with faculty. Faculty assess course objectives (specified on course outlines) using quizzes, exams, class activities, multimedia presentations by students and written assignments. The results of these evaluations are used to improve student learning and the quality of the program. Faculty also review grade distributions and evaluations of written work to determine the level of understanding students have achieved and what material may require more class time.

## II. Analysis of Institutional Research Data

Data provide a more complete understanding of the successes and challenges that the department faces regarding student success and retention. Included are course grade distributions, successful course completion and retention rates, and enrollment statistics, including section fill rates.

### **Total Annual Program Participation (4-year Trend) Fall 2004 to 2007**

	<b>Fall 04</b>	<b>Fall 05</b>	<b>Fall 06</b>	<b>Fall 07</b>	<b>Average</b>
<b>Total Enrollment</b>	<b>1121</b>	<b>1040</b>	<b>1100</b>	<b>1323</b>	<b>1146</b>

Overall, program participation indicates sustained student demand for courses.

### **Successful Course Completion**

Success rate (students who earned a grade of A,B,C, or Credit) over a four-year cycle:

	<b>Fall 2004</b>	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>4-Yr Ave.</b>
<b>Human Dev</b>	66.4%	68.4%	66.3%	68.6%	67.4%
<b>BSS Division</b>	63.7%	62%	59.8%	61.0%	61.6%
<b>ECC</b>	65.4%	63.3%	62.8%	62.8%	63.6%
<b>State Ave.</b>	60.0%	58.6%	59.3%	58.7%	59.2%

Over the four-year cycle, the success rate in the department has consistently been higher than the Division (as a whole), the College and the State. Worth noting is the fact that the Human Development average success rate is nearly 4% higher than the El Camino College success rate and 8% higher than the State average success rate. (Success rates for ECC and the State are inclusive of all courses.) This suggests that pedagogical approaches and content in Human Development courses help students master knowledge and skills that contribute to their success in college.

### Retention Rates

Retention (course completion with a grade other than W):

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	4-Yr Ave.
<b>Human Dev.</b>	88.6%	86.9%	87.5%%	86.6%	87.4%
<b>BSS Division</b>	81.3%	79.0%	78.1%	78.8%	79.3%
<b>ECC</b>	80.3%	77.7%	77.6%	77.3%	78.2%
<b>State Ave.</b>	80.0%	79.7%	79.9%	79.3%	79.7%

Over the four-year cycle, the Department retention rate has consistently been higher than the Division (as a whole), the El Camino College and the State retention rates. Faculty believe this is because the mix of personalized attention and unique content of Human Development courses (particularly the focus on achieving goals) helps students stay on course toward their college goals.

### Seat Count

Seat count and section totals show an overall increase from Fall 2004 to Fall 2007.

#### Enrollments and Section Counts by Course Fall 2004 to Fall 2007

Course	Fall 2004	Fall 2005	Fall 2006	Fall 2007
<b>Number of Seats</b>				
HDEV-5	200	155	170	213
HDEV-8	449	418	530	579
HDEV-10	392	410	376	423
HDEV-12	32	18	24	39
HDEV-15	48	39	0	0
HDEV-20	0	0	0	69
<b>Total Enrollment</b>	<b>1121</b>	<b>1040</b>	<b>1100</b>	<b>1323</b>
<b>Number of Sections</b>				
HDEV-5	8	6	7	6
HDEV-8	15	15	21	22
HDEV-10	11	11	11	13
HDEV-12	1	1	1	1
HDEV-15	1	1	0	0
HDEV-20	0	0	0	2
<b>Total Sections</b>	<b>36</b>	<b>34</b>	<b>40</b>	<b>44</b>

<i>Average Section Size</i>	<i>31.1</i>	<i>30.6</i>	<i>27.5</i>	<i>30.1</i>
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### Fill Rate

Fill Rate patterns indicate a growth trend for daytime and evening classes from Fall 2004 to Spring 2008.

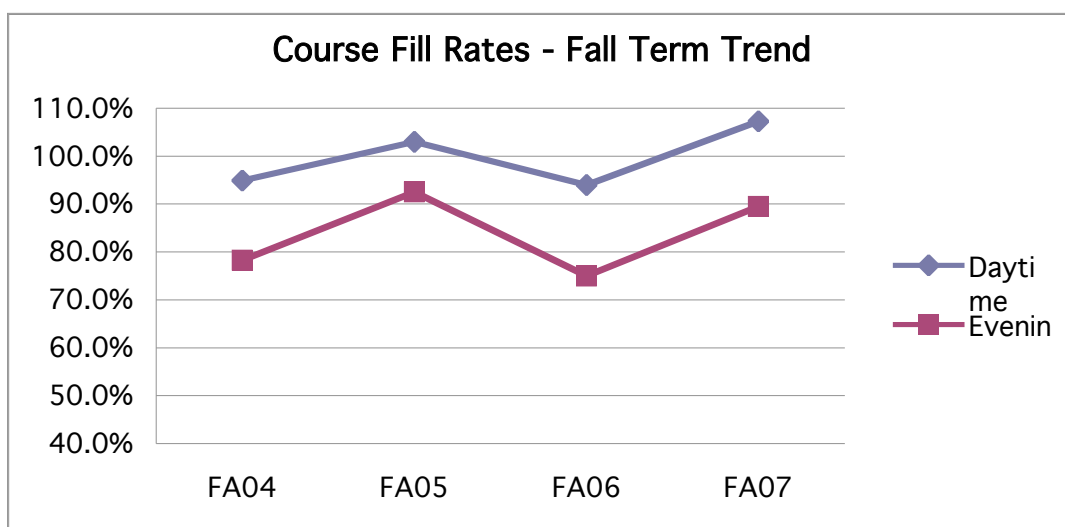
#### Course Fill Rates for Day vs. Evening Courses Fall 2004 – Fall 2007

Time	FA04	FA05	FA06	FA07
Daytime	94.9%	103.0%	94.0%	107.2%
Evening	78.2%	92.5%	75.0%	89.4%
Total	92.6%	101.8%	91.1%	104.8%
Sections	36	35	40	44

#### Course Fill Rates for Day vs. Evening Courses Spring 2005 – Spring 2008

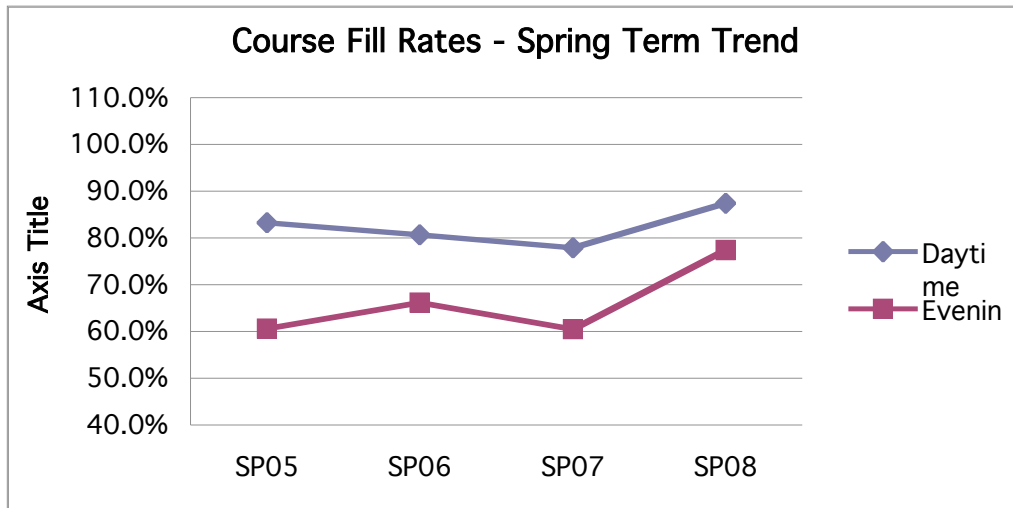
Time	SP05	SP06	SP07	SP08
Daytime	83.2%	80.6%	77.9%	87.4%
Evening	60.6%	66.2%	60.5%	77.4%
Total	79.6%	78.9%	75.2%	86.0%
Sections	32	33	39	44

Fill rate patterns for day and evening courses have been fairly consistent in Fall semesters from 2004 to 2007.





In Spring semesters, fill rate patterns for day and evening courses were fairly consistent from 2005-2007. In Spring 2008, evening classes showed a more dramatic enrollment increase than daytime classes.



#### Enrollment and Capacities by Time of Day

Time	Fall 2004				Fall 2005				Fall 2006				Fall 2007			
	Secs.	Enr	Cap	Fill Rate	Secs.	Enr	Cap	Fill Rate	Secs.	Enr	Cap	Fill Rate	Secs.	Enr	Cap	Fill Rate
Daytime	31	988	1041	94.9%	31	968	940	103.0%	34	965	1027	94.0%	38	1201	1120	107.2%
Evening	5	133	170	78.2%	4	111	120	92.5%	6	135	180	75.0%	6	161	180	89.4%
Total	36	1121	1211	92.6%	35	1079	1060	101.8%	40	1100	1207	91.1%	44	1362	1300	104.8%

Time	Spring 2005				Spring 2006				Spring 2007				Spring 2008			
	Secs.	Enr	Cap	Fill Rate	Secs.	Enr	Cap	Fill Rate	Secs.	Enr	Cap	Fill Rate	Secs.	Enr	Cap	Fill Rate
Daytime	27	745	895	83.2%	29	778	965	80.6%	33	827	1062	77.9%	38	1066	1220	87.4%
Evening	5	103	170	60.6%	4	86	130	66.2%	6	118	195	60.5%	6	147	190	77.4%
Total	32	848	1065	79.6%	33	864	1095	78.9%	39	945	1257	75.2%	44	1213	1410	86.0%

In Fall 2007, daytime courses were filled to capacity and evening courses were filled to nearly 90% capacity. The number of sections offered also increased in Spring semesters from 2005 to 2008. Additionally, fill rates in both daytime and evening classes increased in Spring semesters.

Overall, since Fall 2004, the program has experienced positive growth trends in section offerings and fill rates for both Fall and Spring semesters, and both daytime and evening classes.

In response to this growth trend, the department hired an additional faculty member in 2007. Additionally, the department maintains an active faculty development and mentorship program to ensure a pool of well-qualified part-time instructors. Given the increased enrollment in evening courses, the department recommends scheduling additional evening courses of HDEV 10 in future years, particularly after HDEV 10 receives UC transferable status.

***Glossary:***

**Course Fill Rate**

The course fill rate is the number of seats taken in a course section divided by the capacity of the section (multiplied by 100).

**Retention Rate**

The retention rate is the percentage of students who remain enrolled through the end of a course out of all students enrolled at census date. In essence, it is the percentage of students who *did not withdraw*.

**Success Rate**

The success rate is the percentage of students who receive a C/CR or better as a final course grade.

There are two different success rates used at the college, each with a different denominator:

- a. The success of *Only Completers* excludes students from the formula who withdrew/received a W.
- b. The success rate of *All Students* includes all students who were enrolled at census date. \*

\* The California Community College Chancellor's Office uses only the second (b.) rate, so comparisons with other colleges or with statewide averages must use this rate.

### **III. Curriculum**

#### **Research-Based Practices, Rigor and Relevance**

One of the most significant events in the Human Development Department was its transition to the Division of Behavioral and Social Sciences. Initially situated in the Instructional Services Division, the Human Development department was moved to the Humanities Division when the Instructional Services Division was changed from a division to a unit (presently the Learning Resources Unit). After a brief time in Humanities, it was determined that the interdisciplinary orientation and curriculum of Human Development were more closely aligned with the departments of Psychology, Sociology, and Child Development 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 Puente, First-Year Experience, Basic Skills, Project Success, Counseling, English and Reading. In the past year, the department has been able to expand and create links with Math. The department is planning to link courses with other disciplines in the Behavioral and Social Sciences Division, such as History.

Human Development faculty provide leadership for campus-wide initiatives to improve student success and retention. A faculty member from Human Development chairs the On Course Task Force and both department full-time faculty members regularly participate in and present at On Course workshops and programs. The purpose of the On Course Task Force is to provide El Camino College faculty with resources, strategies and forums for discussions about how to create active, responsible learners.

On Course principles provide instructors with innovative, learner-centered strategies for empowering students to become active learners who assume responsibility for the outcomes in their lives. Task Force workshops equip instructors to address the holistic development of students by using strategies that help students develop the personal qualities associated with success in college, work and life. To date, over 200 El Camino College faculty members have participated in On Course training. As a result of these efforts, El Camino College is earning a national reputation as a student-focused innovator.

Human Development faculty members also lead the Teaching and Learning Cohort (TLC). Through the TLC, Human Development faculty members conduct monthly professional development workshops that are open to all part-time and full-time instructors at El Camino College. TLC workshops provide faculty with strategies, tools and resources to help students become active, responsible learners.

Thus, Human Development faculty are providing leadership for enhancing the success and retention of students campus-wide, and leading initiatives that help position El Camino College as a best-practices institution for creating active, responsible learners.

**Courses**

The research-proven Human Development curriculum prepares students to become empowered learners, characterized by personal responsibility, self-motivation, self-management, interdependence, self-awareness, life-long learning, emotional intelligence, and high self-esteem. The program is committed to nurturing critical thinking, instilling high-level verbal and written communication that demonstrates qualitative reasoning and promoting an understanding and appreciation of learning.

**Relevance:**

Courses are evaluated on a continuing basis to reflect changes and advancements in the discipline, including the use of current research. Faculty members update their courses, syllabi, and teaching methods as appropriate.

**Overview of Course Status:**

HDEV 5 – Reviewed in 2008-09

HDEV 8 - Reviewed in 2006-07

HDEV 10 – Reviewed in 2008-09

HDEV 12 – Reviewed in 2008-09

HDEV 15 – Reviewed in 2003-04

HDEV 20 – Reviewed in 2005-06

HDEV 50 – Reviewed in Fall 2008 (Special Topics course)

HDEV 95ab – Reviewed in Spring 2009

**Out-Of-Compliance Courses**

All course outlines have been reviewed within the past six years and there are no out-of-compliance courses.

**Course Additions to Current Course Offerings**

No new courses have been added during this review cycle. However, faculty propose developing two new courses (Service Learning and Career Planning) within the next two years.

**Course Deletions From Current Course Offerings**

Human Development faculty are currently considering a recommendation to inactivate HDEV 15. This has been discussed in Spring 2009 faculty meetings. Instead of a separate class for athletes, faculty propose creating a dedicated section of HDEV 8 which ensure that athletes are offered the same course content, rigor and instruction as all students taking HDEV 8. Instructors teaching the dedicated section will include content regarding athletic transfer and eligibility guidelines. Since this is the only difference in the course outline, faculty believe that offering a dedicated section of HDEV 8 is the appropriate solution. However, faculty are currently consulting with Compton colleagues to ensure that this is appropriate for both campuses. A decision regarding this class will likely be finalized in upcoming faculty meetings.

### **Concerns Regarding Courses and Articulation**

Human Development faculty revised the HDEV 10 course outline to be considered for transfer to the UCs. The department anticipates a positive response from the UCs by August, 2009. Once approved for UC transfer, the department expects enrollment in HDEV 10 to increase.

### **Service Learning**

A unique feature of the program is its focus on Service Learning. Through Service Learning, faculty are creating 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 to implement Service Learning into classes, Human Development faculty now provide mentorship to other departments and faculty seeking to incorporate Service Learning into courses. Over the past two years, Human Development students have contributed over 4,500 hours of service to the local community, demonstrating the value of the Human Development program in achieving El Camino College's core competency of Community and Collaboration. The department is planning to develop a stand-alone Service Learning course so that all El Camino College students have the opportunity to engage in experiential learning. This course could be linked with any ECC courses, offered as part of a learning community or offered independently to complement existing courses.

### **Recommendations Related to Curriculum**

Recommendation: Develop a 3-unit Career Planning course

Recommendation: Develop a Service Learning course.

Recommendation: Link courses with Behavioral and Social Sciences faculty in other disciplines

Recommendation: Review Human Development 15-Student Athlete Orientation to College and Educational Planning for possible deactivation and instead create a dedicated section of HDEV 8 for athletes.

Recommendation: Review Human Development 95ab-Cooperative Career Education - General Work Experience for possible inactivation.

### **Course Overviews**

#### **Human Development 5-Career Planning**

1 unit; 1 hour lecture

Recommended Preparation: English 2R or ESL 52C and English A or English A-X

Credit, degree applicable

Transferable to CSU

Status: Course outline revised 2009

This course provides students with career planning techniques. Emphasis will be placed on self-examination of interests, personality, skills, and values through assessment inventories, skill exercises, career research, and group activities. Note: Credit/no credit only.

**Human Development 8-Orientation to College Educational Planning and Guidance**

1 unit; 1 hour lecture

Credit, degree applicable

Transferable to CSU

Status: Course outline revised 2006

This course provides students with the information, skills and resources necessary for successful educational experiences. Students 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. Note: Credit/no credit only.

**Human Development 10-Strategies for Success in College**

3 units; 3 hours lecture

Recommended Preparation: English 2R or ESL 52C or English A or English A-X Credit, degree applicable

Transferable to CSU

Status: Course outline revised in 2008-2009 and submitted for transfer to 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

Status: Course outline revised in Spring 2009

This course provides students with the knowledge, skills and personal/interpersonal awareness necessary for success in the workplace.

**Human Development 15-Student Athlete Orientation to College and Educational Planning**

2 units; 2 hours lecture

Recommended Preparation: eligibility for English 2R

Credit, degree applicable, Transferable to CSU

Status: This course has not been taught for several years. It is recommended that the course be reviewed for possible deactivation.

This course provides student athletes with the knowledge, skills and self-awareness necessary for success in college. The student athlete becomes familiar with eligibility rules required to participate in intercollegiate athletics and transfer requirements to four-year institutions. Students are introduced to services and resources on campus, develop time management and study skills, and design a personalized educational plan. Note: This course is open to all students.

### **Human Development 20-Navigating the Transfer Process**

1 unit; 1 hour lecture

Credit, degree applicable

Transferable to CSU

Status: Course outline reviewed in 2005

This course introduces students to the process of transferring to a university. Students will learn information necessary to evaluate educational and career goals, compare universities, and review university admissions and major preparation requirements. Emphasis is placed on the development of educational plans, financial aid opportunities, and available programs and services at universities. Note: Letter grade or Credit/No Credit option

### **Human Development 50-Special Topics in Human Development**

Units determined by individual course; lecture/ lab hours determined by individual course. Credit status determined by individual course.

Status: This course has not been taught for several semesters. However, because of the growth and expansion in Human Development, there may be future opportunities for this course.

This course is designed to explore topics in Human Development more specific than provided in other courses in the regular departmental curriculum. Students are referred to the current schedule of classes for details of specific courses.

### **Human Development 95ab-Cooperative Career Education - General Work Experience**

2-3 units; hours to be arranged. Enrollment Limitation: Parallel Plan (Work and Attend School at the Same Time). Other limitations apply.

Credit, degree applicable

Transfer CSU - limitations apply

Status: This course has not been taught for several semesters. The department recommends reviewing this course for inactivation.

Through a set of learning objectives established by the student, supervisor and instructor, students shall enhance their career awareness and learn job retention skills such as problem solving, cooperation, effective communication and personal responsibility.



## **IV. Student Learning Outcomes (SLOs)**

### **Student Learning Outcome Assessment Cycle**

The Human Development department is currently on schedule for completing the College's required SLO development and assessment cycle for a department with fewer than five faculty members. The department has written Program Level SLOs as well as one SLO for HDEV 5, 8, 10 and 20. Additional SLOs will be completed for each course by Fall 2009. The department collected data for assessing an SLO in HDEV 5, 8 and 20 in Fall 2008. Analysis of the data began in Spring 2009.

### **Program Level Student Learning Outcomes:**

The department has three Program Level Learning outcomes that correspond with the College's Core Competencies.

Program Level Student Learning Outcome and ECC Core Competency Addressed:

1. Students will become active learners who demonstrate personal responsibility and make wise choices in determining outcomes for success in college, careers and life.

Associated Core Competencies: I.-V.

2. Students will develop interdependence and establish mutually supportive relationships within the diverse campus, local and global communities.

Associated Core Competencies: III., IV., V.

3. Students will demonstrate self-awareness by analyzing inner beliefs and attitudes as they relate to behaviors and life outcomes.

Associated Core Competencies: I., III, III., IV.

### **Course Level Student Learning Outcomes:**

The department is currently in the process of writing Student Learning Outcomes for all courses. Following are completed SLOs per course.

HDEV 5: Students will create a plan that identifies personal strengths/weaknesses, college majors and career plans.

HDEV 8: Students will apply the appropriate tools to create and file an educational plan which identifies educational goals.

HDEV 10: Students will apply the appropriate tools to create a life plan which includes personal, educational and professional goals.

HDEV 20: Students will apply the appropriate tools to identify a transfer institution and create a plan for successful transfer.

**SLO Assessments**

According to the College's guidelines for assessments, only one course SLO assessment was required for the 2008-2009 year. However, HDEV faculty conducted assessments in three courses in Fall 2008. Faculty assessed SLOs in HDEV 5, HDEV 8 and HDEV 20 in Fall 2008 and are in the process of analyzing data and writing reports. These will be completed by the end of the Spring 2009 semester.

**SLO Recommendations**

The department recommends writing two additional SLOs within the next two years for each of the following courses: HDEV 5, 8, 10, 12, 20.

## **V. Facilities and Equipment**

### **Facilities 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 various campus facilities to host department TLC workshops, club meetings, faculty meetings and other department events. Students and faculty use campus resources and equipment for multi-media presentations in classes and in faculty development workshops.

### **Facilities and Equipment: Immediate Needs and Long-Range Needs**

The department has five immediate and long-range needs: smart classrooms, Clickers, a faculty resource library, computer labs and marketing materials.

**Smart classrooms:** The department does not have access to enough smart classrooms and faculty must share the portable LCD/DVD equipment. To accommodate the increasing use of multimedia in instruction, the department immediately needs two smart classrooms with ceiling mounted LCD projectors, document cameras, DVD and sound systems. Long-range needs include the addition of more smart classrooms so that all Human Development faculty members can efficiently use technology and multimedia in instruction.

**Clickers:** The department currently needs two classroom sets of Clickers to enhance student engagement during instruction and for use in assessing student learning outcomes. Long-range needs include 3-4 additional sets of Clickers so that more HD faculty can use this interactive technology to more fully engage students in learning.

**Faculty Resource Library:** The department currently needs to build a faculty resource library of films, textbooks and facilitator manuals. These materials are needed by both full and part-time faculty to supplement instruction, ensure consistency in the latest instructional techniques used throughout the HD faculty and to maximize student learning. In addition to the resource library, additional professional development materials are needed for use and distribution at Teaching and Learning Cohort workshops.

**Computer Labs:** With their emphasis on active and collaborative learning, Human Development courses often require the use of computer labs for in-class learning. However, the number of campus computer labs available for this purpose has been dramatically reduced in the past year. (Labs in C204, ART 322 have been eliminated and the Library LMTC, due to demand for open-access labs, is available only on a limited basis.) Computer labs are utilized during class time to enhance students' information technology literacy, equip students to complete group multi-media presentations, and provide hands-on opportunities to learn how to access electronic resources provided by ECC such as ERes, email, educational plans, etc. Therefore, the department has an immediate need for one computer lab and a long-range need for an additional lab. The expense for labs could be shared with other departments who would be interested in collaborating in the establishment of the labs.

**Marketing Materials:** Marketing materials are needed to continually promote Human Development classes to faculty and students. The department is in growth mode and requires marketing materials to increase awareness and raise enrollment in classes. Marketing materials include brochures, banners, pens, posters, etc. The department also believes that t-shirts for students to wear when performing service learning will be an important way to promote recognition of ECC within the community. The department has an immediate need for these marketing materials, as well as a long-range need to maintain supply.

Additional budget is needed for facilities and equipment. Total costs are estimated as follows:

<b>Immediate (1-2 years)</b>	<b>Long Range (3-5 years)</b>
1) 2 Smart-classrooms (\$24,000)	2 smart classrooms (\$24,000)
2) Instructional & TLC Resources, DVDs, Manuals (\$4,000)	Update materials (4,000)
3) 2 sets of Clickers (\$4,000)	4 sets of Clickers (\$8,000)
4) Marketing materials and service learning shirts (\$8,000)	Update materials supply (8,000)
5) Computer Lab (\$50,000)	Computer Lab (\$50,000)

## **VI. Staffing**

Since the last program review cycle, the department hired two full-time faculty members. This addition has allowed for rapid program growth and expansion in courses, professional activities and service to the campus. Two full-time faculty positions have contributed to the following outcomes:

- 1) additional sections of existing courses have been offered;
- 2) faculty advisors support a student club;
- 3) course outlines have been updated;
- 4) TLC faculty development workshops have increased support to part-time faculty;
- 5) collaboration with other campus departments has occurred, resulting in more learning communities;
- 6) Human Development faculty representation on campus committees has increased;
- 7) Human Development leadership for the campus On Course initiatives has increased; and,
- 8) Service learning has been incorporated into more courses, resulting in over 4,500 hours of community service by Human Development students in just the last year.

Due to growth and expansion, the department anticipates the need for an additional full-time instructor within the next year. According to data, Human Development has been on a growth trend. Section fill rates in for daytime classes in Fall 2007 were at 107% and Fill Rates for evening classes increased by nearly 15% from 2006 to 2007, indicating a growing demand for more sections of HDEV 5, 8, 12, 20 and 10.

Student demand for HDEV 10 is expected to significantly increase after UC transfer status is approved (expected in August, 2009). The department will need to add both day and evening sections of this course to accommodate the demand.

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 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) To increase the full-time to part-time faculty ratio;
- 2) Develop new courses;
- 3) Expand co-curricular activities;
- 4) Develop new initiatives for campus partnerships and linked courses;
- 5) Increase representation at campus committees and service to the district; and,
- 6) Increase faculty representation on local and national committees, providing recognition for ECC.

**Faculty Mentorship**

Human Development faculty members facilitate monthly Teaching Learning Cohort (TLC) workshops for faculty professional development and networking. The TLC's mission is to serve as an advisory board, a forum, and a source of professional development and improvement for Human Development instructors. As an advisory board, the TLC generates ideas, strategies and initiatives for how to improve the success of our students and instructors. As a forum, the TLC provides an opportunity for an informal exchange of ideas, common challenges and strategies, and for networking across the disciplines with more experienced faculty. As a source of professional development, the TLC provides orientation, in-service programs, mentoring, and informal peer review of teaching and classes.

The TLC provides Human Development faculty with a venue for sharing best practices, new ideas and new faculty support and mentorship. 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, reading of professional articles, journals and books relevant to the discipline also contribute to faculty knowledge and currency in the field.

**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 marketing, co-curricular activities and campus involvement in order to continue the trend of increased enrollment. Additional course offerings in Career Planning and Service Learning, and revising course outlines for UC transferability will result in an increase in enrollment and justify the need for an additional full-time instructor.

The program also needs a Department Chair position in order to provide continuity and sustained leadership for the department's extensive curriculum, professional development and program growth initiatives.

## **VII. Planning:**

With the economy in a recession and increasing numbers of people who have been laid off or are changing careers to meet workforce demands, as well as returning veterans utilizing expanded funding in the GI bill, the program sees itself as critical in providing important opportunities for students to clarify their goals and educational pathways. Human Development courses are uniquely positioned to help meet the needs of recent high school graduates, adults returning to college and career changers. Human Development courses contribute to improved student success and retention rates, which is critical to the department and the college. The department expects to increase course offerings, increase collaboration with other departments and create new courses by 2010 to allow more in-depth study of the topics.

Based on the program's growth trajectory from inception to date, the program expects to see continued growth over the next five years. Expected department growth areas include increases in enrollment and section offerings, the addition of new courses, improved faculty expertise and professional service on and off campus, additional experiential and service learning opportunities for students, innovative use of technology and assessment of Student Learning Outcomes in courses.

Specific goals that relate to the district's goals:

1. Maintain current enrollment rates

Objectives:   Revise HDEV 10 to become UC transferable by Spring 2009  
                  Develop a 3-unit Career Planning course by Fall 2009  
                  To create more linked courses and increase collaboration with other BSS and campus academic departments by 2010. (Currently, Human Development is collaborating with Math and English in order to create linked courses.)

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.

2. Incorporate Service Learning into more Human Development courses

Objectives: Incorporate Service Learning into at least 10 sections of HD courses by 2010.  
                  Develop a Service Learning course by 2011.

The faculty plan to increase opportunities for students to engage in active, experiential learning through participation in Service Learning. This addresses the district's goal that students become responsible, engaged members of society.

3. Increase the use of technology in instruction by increasing professional development for faculty in a variety of technological options for the classroom

Objective: Maintain the Teaching and Learning Cohort (TLC) monthly workshops for faculty professional development and sharing of new instructional technology and instructional best practices.

The faculty plans to maintain monthly TLC workshops for full-time and part-time faculty members. Compton faculty members are encouraged to attend as well. TLC workshops provide regularly scheduled opportunities for faculty to learn about new instructional technology such as Clickers.

4. Increase marketing and awareness of Human Development courses among students and faculty.

Objectives: Increase course linkages with other academic departments by 2010.  
Maintain a visible presence at campus events and annual registration activities.

Faculty plan to increase marketing of Human Development courses in order to build a community of active, responsible learners at El Camino College.

The program anticipates growth over the next five years. To achieve these goals and objectives, and to maximize the department's ability to contribute to district success and retention rates, another full-time instructor is needed in the Human Development department. A Department Chair position is needed to provide sustained leadership for the various department initiatives.



## **VIII. Conclusion**

The Human Development program has sustained a positive growth trend since the last program review. 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.

Following are prioritized recommendations for program needs, including estimates of potential expenditures and purchasing needs.

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

The program is in a growth trend that is expected to continue in the future. 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 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. Additional budget needed: \$80,000.

### **Recommendation 2: Create a Department Chair position**

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)

### **Recommendation 3: Increase the use of instructional technology in Human Development courses**

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.

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

The program recommends adding two Smart classrooms. Additional budget needed: \$24,000. The program also recommends adding a computer lab. Additional budget needed: \$50,000.

### **Recommendation 4: Conduct course review and create new course proposals for the Human Development program**

University of California (UC) transfer articulation status for Human Development 10 is recommended to increase enrollment in this course. The faculty submitted HDEV 10 for transfer approval in Spring 2009. 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.

The faculty recommends developing a new Service Learning course so that students in all disciplines will have opportunities for experiential learning. No additional budget required for course development.

**Recommendation 5:** Add additional day and evening sections of HDEV 10 as enrollment increases with the anticipated approval (August, 2009) for UC transfer status. Additional budget needed: \$9,000.

**Recommendation 6: Maintain the program's growth trend by increasing marketing and awareness of Human Development courses among students and faculty**

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. Additional budget needed: \$3,000.

**Recommendation 7: Incorporate Service Learning in Human Development 8 and 10**

The 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. 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. Additional budget needed: \$5,000

**Recommendation 8: Create a faculty resource library of films, textbooks and facilitator manuals.**

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. Additional budget needed: \$4,000.

**Recommendation 9: Maintain the Teaching and Learning Cohort (TLC) as a venue for faculty professional development and sharing of best practices**

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. Additional budget needed for instructional materials and supplies: \$1,000

**Recommendation 10: Write additional Student Learning Outcomes (SLOs) for HDEV 5, 8, 10, 12, 20 and conduct assessments.**

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. No additional budget is required for writing and assessing SLOs.