



Human Development Department
Program Review 2018-2019

Compton College
Division 3: Humanities

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I. Overview of the Program

According to the El Camino College Instructional Program Review Human Development document (2008-2009), the Human Development program has been in existence since the Fall of 2006 at the Compton Center 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, educational planning and career life planning. Relevant theoretical and practical coursework, 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 of Human Development courses on the Compton College campus, the program has continually evolved in order to address the diverse needs of the student population. The program currently has four 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 Compton 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;
- Develop a plan for achieving their educational, career and life goals.

Courses Offered by the Program

Although the department does not offer degrees or certificates, Human Development courses are central to students' progress toward their educational goals, whether for associate degrees or transfer. Human Development 101: Orientation to College and Educational Planning (HDEV 101), Human Development 105: Career and Life Planning (HDEV 105), and Human Development 107: Navigating the Transfer Process (HDEV 107) transfer to the CSUs. Human Development 110: Strategies for Creating Success in College and in Life (HDEV 110) and Human Development 115: Career Development Across the Lifespan (HDEV 115) transfer to CSUs and UCs. Importantly, both HDEV 110 and HDEV 115 complete general education requirements for the CSUs (Category E) and for associate degrees (Area 5).

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.

Across the department, courses empower students to set and achieve ambitious personal, educational and career goals 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.

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 101

Orientation to College and Educational Planning

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 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 attainable 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 105

Career and Life Planning

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 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 107

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.

Human Development 110

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 115

Career Development Across the Lifespan

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

This course offers a comprehensive approach to career development across the lifespan. Theories of career and life development provide a framework for understanding vocational choice, work satisfaction, and career transition. Psychological and sociological factors influencing education, career and personal decision-making, career assessment tools for identifying college majors and careers, as well as the knowledge, skills and personal qualities necessary for success in a diverse workplace will be discussed. The course also reviews changing global environments, labor market trends, career research, and job search strategies.

HDEV Fulfills the College’s Mission and Aligns with Strategic Initiatives

The chart on the following pages outlines how departmental initiatives and faculty activities align with and support the College’s mission and Strategic Initiatives.

Compton College’s Strategic Initiatives For 2017-2022	HDEV programs, curriculum, leadership and collaborative efforts addressing the initiatives
<p>Strategic Initiative GOAL 1 Improve recruitment, enrollment, retention, and completion rates for our students.</p>	<ul style="list-style-type: none"> ● HDEV department has dedicated sections for FYE, EOP&S, Early College and as of Fall 2018 Compton Promise students to enroll in HDEV courses. ● Campus collaborations with the Counseling department, EOP&S, and Special Resource Center to recruit students.

Compton College's Strategic Initiatives For 2017-2022	HDEV programs, curriculum, leadership and collaborative efforts addressing the initiatives
<p>Strategic Initiative GOAL 2 Support the success of all students to meet their education, and career goals.</p>	<ul style="list-style-type: none"> ● HDEV faculty promote engagement and student success through innovative, learner-centered instruction and collaboration with campus programs and services. ● HDEV curriculum and instruction focuses on creating active, responsible learners. ● 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. ● 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.

Compton College's Strategic Initiatives For 2017-2022	HDEV programs, curriculum, leadership and collaborative efforts addressing the initiatives
<p>Strategic Initiative GOAL 3 Support the success of students through the use of technology.</p>	<ul style="list-style-type: none"> ● HDEV course offerings have been through online instructions for HDEV 110 and will be bringing HDEV 115 online as well. ● Technology infused classrooms (Vo-Tech) and instruction: Smart classrooms, multi-media lectures and student presentations, internet access to college and career planning websites. ● Canvas, Google Drive, Eureka, Career Zone, O*NET Online, and YouTube are some of the sites among a wide variety of educational and career resources used to enhance instruction and offer resources to support student success.

Compton College's Strategic Initiatives For 2017-2022	HDEV programs, curriculum, leadership and collaborative efforts addressing the initiatives
<p>Strategic Initiative GOAL 4 Offer excellent programs that lead to degrees and certificates in Allied Health and technical fields.</p>	<ul style="list-style-type: none"> ● 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. ● A study of student outcomes showed that HDEV students experience higher rates of transfer, completion, and persistence than students any field of study who do not take HDEV courses. ● All HDEV courses are transferable to the UCs and/or CSUs. HDEV's two three-unit courses transfer to CSU and meet general education requirements for CSU and the associate degree.

Compton College’s Strategic Initiatives For 2017-2022	HDEV programs, curriculum, leadership and collaborative efforts addressing the initiatives
<p>Strategic Initiative GOAL 5 Establish partnerships in the community and with the K-12 schools.</p>	<ul style="list-style-type: none"> ● Active involvement in campus committees that support student success to help student services assist students succeed with their educational goals. ● Collaboration with the local high schools for the Early College taking HDEV courses.

Program’s Characteristics, Outcomes and Trends

Currently there are two full time faculty as well as part-time counselors teaching Human Development courses at Compton College. If Human Development courses are taught during Fall or Spring they are part of the full time Human Development instructors and part time counseling instructors teaching as a workload. All instructors who teach Human Development courses are invited to attend the Human Development retreats during the summers before the Fall semester begins. Usually, both full time Human Development faculty members work with all counselors to give an updated agenda on SLOs, Annual Reports, best practices and any other current topics that is essential to the Human Development department.

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 students can build a foundation for growth and understanding in personal, college and career success as they progress through Human Development courses. Currently, there are five courses in the program, which focus on student learning on college success and career readiness.

Course Number and Name	Unit; Transfer Institution
HDEV 101 Orientation to College and Educational Planning	1 unit, CSU
HDEV 105 Career and Life Planning	1 unit, CSU
HDEV 107 Navigating the Transfer Process	1 unit, CSU
HDEV 110 Strategies for Creating Success in College and in Life	3 units, CSU, Area E, UC
HDEV 115 Career Development Across the Lifespan	3 units, CSU, Area E

The purpose of Human Development is to provide students with opportunities to obtain the necessary skills/strategies, knowledge and self-awareness to achieve success in college and in life. Over the last four years, the Human Development Department has experienced significant growth due to the passage of the Seymour-Campbell Student Success Act of 2012 (SB-1456) and the College's subsequent efforts to address the tenets of this legislation. There are two primary areas where HDEV course content and learning outcomes intersect with the objectives of the legislation: college orientation, educational planning, and career readiness. To support these objectives, the department anticipated curricular and enrollment growth. Thus, adding faculty and creating an additional career course were high priority recommendations of the 2013 program review.

The department is pleased to have achieved these objectives in the current program review cycle. Two new faculty members were hired, the first in fall 2014 and the latter in fall 2017. The department also created a new course addressing the career aspects of the student success legislation. HDEV 115 Career Development Across the Lifespan was first offered in fall 2014.

With the continued implementation of the Student Success Act and the corresponding Student Success and Support Program (SSSP), Student Equity, and Basic Skills Initiative efforts at Compton College, the department anticipates even further curricular and enrollment growth in the future. The department is prepared for future enrollment growth, more section offerings, and increased support of the College's initiatives for student success and career readiness.

One of the significant changes was having the Human Development Department placed in Division 3- Humanities. Being in Humanities provided the needed stability for the department's courses to expand from curriculum emphasizing 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 requires students' critical thinking and active engagement with services and programs that are essential to their success. Most importantly, successful completion of HDEV courses requires students to develop the personal skills and qualities that are associated with success in college and in the workplace.

In 2014, the department hired the first ever full-time faculty member, Dr. Roza Ekimyan, with expertise in curriculum, educational psychology counseling and learning theory. A second full-time faculty member, Jasmine Phillips, with knowledge in child development, educational psychology, distance education and counseling joined in the fall of 2017. Faculty expertise guides the department's curricular focus. Both Roza and Jasmine work collaboratively to enhance the department's needs and enhance growth. 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 Compton College and beyond.

Collaborations

Human Development Department has had a long history in working with the campus community in various areas: First Year Experience (FYE), Extended Opportunity Programs & Services (EOP&S), Early

College High School and Formerly Incarcerated Student Transition (FIST) program. A strength of the HDEV program is the success of learning communities created with academic departments such as English and Reading, History, Psychology and Political Science. 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. Furthermore, counselors who promote the course help to stress the importance of course material to students and continue to maintain growing numbers.

Department courses integrate theories of Human Development, cognition and learning with principles of personal growth, educational and life planning. Relevant theoretical and practical coursework, independent and interdependent 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 for the students to demonstrate critical thinking skills.

Since initiation of HDEV, 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.

Instruction and Assessment

The faculty at the Compton College uses 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, student learning outcomes), using projects, 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.

Discuss the status of recommendations from your previous program review

Due to the length of time since the last program review from ECC and the fact that Compton College’s HDEV department paralleled ECC’s HDEV department, we followed their program recommendations. There were seven recommendations in which all of them except for Recommendation 5 Service Learning has been implemented. Compton College HDEV department has been following the same procedures as El Camino College except for the service learning component.

2013 Program Review Recommendations Status Report				
Recommendation Number	Action Items	Complete	In Progress	On Going
Recommendation 1	Hire an additional full-time faculty member <i>Update: Dr. Roza Ekimyan was hired in Fall 2014. Jasmine Phillips was hired Fall 2017.</i>	✓		
Recommendation 2	Develop a new 3-unit career planning course <i>Update: HDEV 115 was first offered in Fall 2014.</i>	✓		
Recommendation 3	Revise HDEV 12 <i>Update: HDEV 12 was inactivated because it was not degree applicable or transferable.</i>	✓		
Recommendation 4	Add sections of HDEV courses to meet SB- 1456 mandates <i>Update: Additional sections were offered, including new program and linked courses.</i>	✓		
Recommendation 5	Develop a service learning course <i>Update: Compton College will not have a service learning as part of their HDEV 110 course.</i>			✓
Recommendation 6	Revise course numbers <i>Update: HDEV courses were renumbered.</i>	✓		
Recommendation 7	Add a computer lab with 50 workstations <i>Update: All HDEV courses are in the computer lab classrooms in Vocational Technology building.</i>	✓		

II. Analysis of Institutional Research

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 for the Human Development Department.

Seat Counts

Seat count and section totals show an overall increase from Fall 2013 to Fall 2016.

Enrollments and Section Counts by Course

Fall 2013-Fall 2016

Fall Terms 2013-2016					Compton Student Population	
		Term				
		2013	2014	2015	2016	Fall 2016
Term Headcount		357	472	504	638	7,701
Gender	F	58.5%	53.6%	55.8%	59.4%	63.4%
	M	41.5%	46.4%	44.2%	40.6%	36.2%
Ethnicity	African-American	36.7%	31.6%	31.5%	28.1%	34.6%
	Amer. Ind. or Alaska. Native	0.0%	0.0%	0.0%	0.2%	0.2%
	Asian	0.6%	0.8%	0.6%	3.4%	4.7%
	Latino	58.5%	62.5%	65.1%	64.4%	53.7%
	Pacific Islander	0.3%	0.8%	0.6%	1.3%	0.7%
	White	0.8%	1.1%	0.6%	0.3%	2.9%
	Two or More	2.0%	2.8%	1.2%	2.2%	2.7%

	Unknown or Decline	1.1%	0.4%	0.4%	0.2%	0.5%
Age/ Age Group	<17	5.9%	0.6%	0.6%	5.8%	0.6%
	17	14.8%	9.5%	8.9%	12.2%	2.2%
	18	24.4%	26.1%	34.7%	30.7%	7.5%
	19	14.6%	15.9%	13.7%	15.2%	9.2%
	20	6.2%	8.3%	8.3%	6.3%	9.8%
	21	6.4%	5.7%	5.4%	4.5%	9.5%
	22	3.6%	5.3%	4.2%	4.2%	7.5%
	23	2.0%	3.2%	2.2%	1.3%	6.3%
	24	3.1%	2.5%	1.6%	2.7%	5.9%
	25-29	7.3%	10.4%	7.7%	7.2%	16.5%
	30-39	7.8%	6.4%	6.7%	5.0%	13.9%
	40-49	2.8%	3.0%	3.0%	2.8%	6.5%
	50-64	1.1%	2.5%	2.8%	1.6%	3.6%
	65+	0.0%	0.6%	0.2%	0.5%	0.4%
Class Load	Full-time	43.7%	39.6%	67.3%	52.2%	25.5%
	Part-time	24.4%	44.5%	26.2%	28.5%	73.3%
Academic Level	College degree	2.5%	3.2%	1.6%	0.6%	10.0%
	HS Grad	71.4%	88.3%	84.7%	79.8%	81.6%
	Not a HS Grad	0.3%	0.0%	0.8%	0.6%	0.4%
	K-12 Special Admit	20.4%	4.9%	4.6%	14.1%	2.1%

	Unknown	5.3%	3.6%	8.3%	4.9%	5.9%
Educational Goal	Intend to Transfer	37.8%	33.7%	53.6%	57.5%	31.6%
	Degree/Certificate Only	5.0%	7.2%	7.9%	9.9%	7.6%
	Retrain/recertify.	3.4%	3.2%	2.6%	3.8%	3.8%
	Basic Skills/GED	11.2%	7.0%	5.0%	6.9%	6.8%
	Enrichment	2.5%	1.7%	3.8%	3.1%	1.7%
	Undecided	15.7%	11.2%	13.9%	14.7%	1.3%
	Unstated	24.4%	36.0%	13.3%	4.1%	34.1%

Spring Terms 2014-2017					Compton Student Population	
Term						
2014	2015	2016	2017	Spring 2017		
Term Headcount	330	361	503	413	6,944	
Gender	F	63.6%	65.4%	56.9%	60.8%	64.1%
	M	36.4%	34.6%	43.1%	39.2%	35.9%
Ethnicity	African-American	38.2%	35.2%	31.8%	29.8%	32.5%
	Amer. Ind. or Alaska. Native	0.3%	0.0%	0.0%	0.0%	0.2%
	Asian	0.6%	1.4%	1.0%	3.9%	5.0%

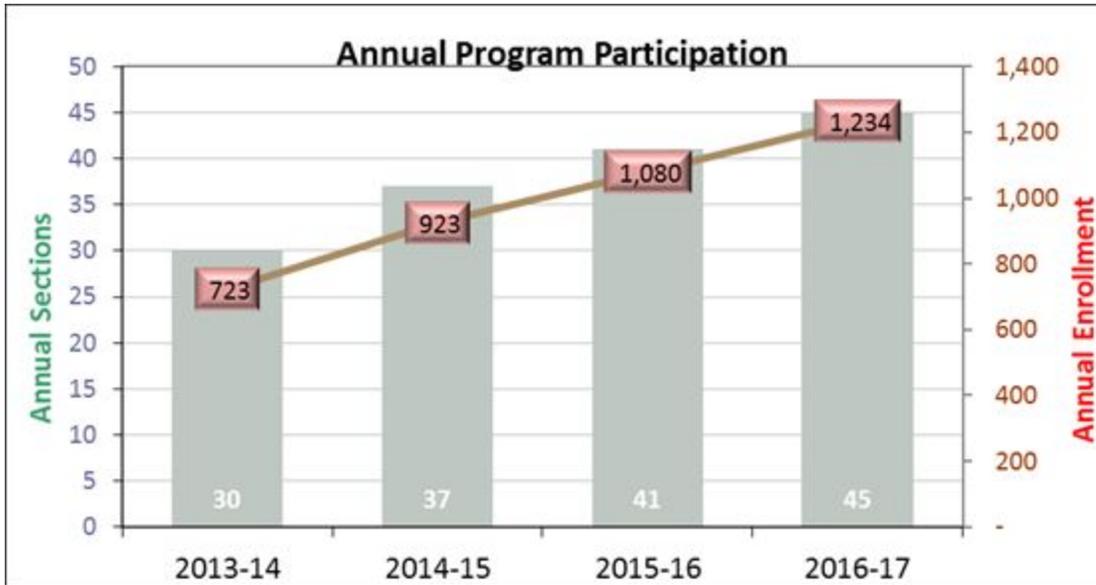
	Latino	56.7%	57.3%	62.6%	60.5%	55.2%
	Pacific Islander	0.3%	2.2%	1.2%	0.5%	0.7%
	White	0.9%	1.4%	0.6%	1.5%	3.0%
	Two or More	2.7%	1.9%	2.6%	3.9%	2.8%
	Unknown or Decline	0.3%	0.6%	0.2%	0.0%	0.5%
Age/Age Group	<17	2.4%	1.7%	21.7%	8.2%	0.9%
	17	9.7%	4.4%	1.8%	7.0%	1.4%
	18	13.6%	11.6%	11.1%	17.2%	6.0%
	19	17.0%	14.7%	14.1%	16.0%	8.4%
	20	12.7%	10.2%	9.3%	9.0%	9.1%
	21	5.2%	8.6%	6.2%	8.2%	8.2%
	22	5.8%	6.6%	6.4%	4.6%	7.4%
	23	6.1%	5.5%	5.0%	5.1%	6.3%
	24	2.7%	5.8%	1.8%	3.6%	5.1%
	25-29	7.9%	10.8%	11.5%	9.4%	16.1%
	30-39	7.9%	10.5%	5.2%	6.3%	12.8%
	40-49	6.4%	5.3%	2.8%	2.7%	6.2%
	50-64	2.7%	3.6%	2.4%	2.4%	3.9%
	65+	0.0%	0.6%	0.8%	0.2%	0.4%
Class Load	Full-time	47.0%	45.7%	35.8%	35.4%	23.4%
	Part-time	37.6%	42.7%	57.7%	38.7%	71.5%

Academic Level	College degree	2.4%	2.8%	1.8%	2.9%	9.9%
	HS Grad	74.2%	83.9%	69.2%	71.9%	81.5%
	Not a HS Grad	0.3%	0.3%	0.2%	2.4%	3.1%
	K-12 Special Admit	15.2%	6.9%	23.9%	16.9%	2.8%
	Unknown	7.9%	6.1%	5.0%	5.8%	4.8%
Educational Goal	Intend to Transfer	30.6%	33.8%	57.5%	55.2%	31.7%
	Degree/Certificate Only	7.3%	6.4%	8.5%	9.0%	7.3%
	Retrain/recertify.	2.4%	5.8%	4.2%	6.1%	4.4%
	Basic Skills/GED	14.2%	10.0%	3.6%	7.3%	5.8%
	Enrichment	2.1%	2.8%	2.0%	2.9%	1.6%
	Undecided	15.8%	14.4%	13.5%	15.7%	13.6%
	Unstated	27.6%	26.9%	10.7%	3.9%	26.8%

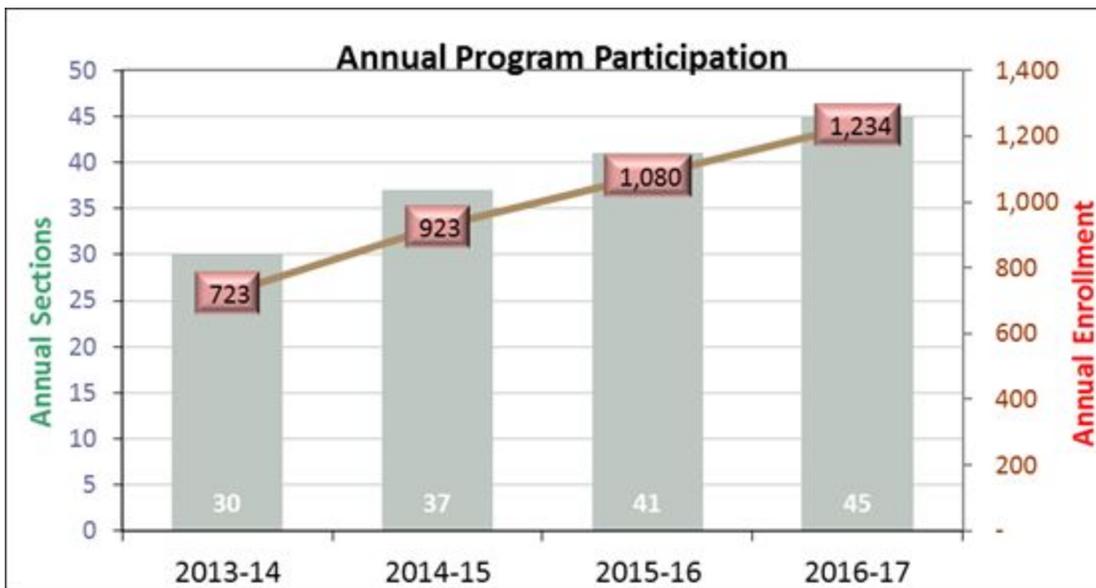
There is a substantial enrollment increase of female students' vs male students during both Fall and Spring Semesters from 2013 to Fall 2016. There are two dominating ethnicity groups at Compton College: African-Americans and Latinos. Student populations in the program mirror student populations on campus.

Total Annual Program Participation (3 year Trend)
Fall/Spring 2013-2017

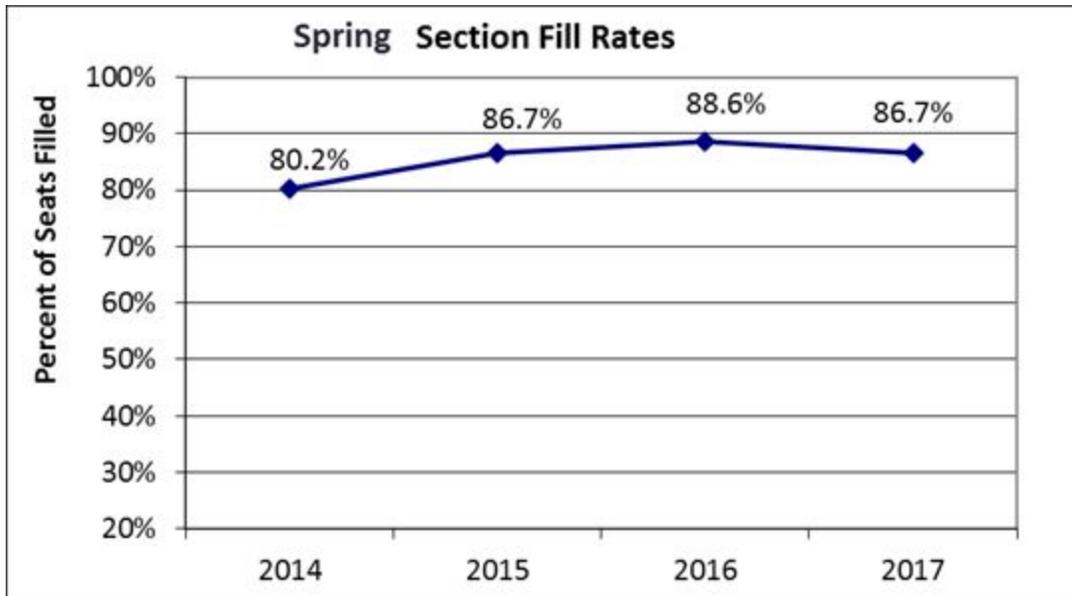
	2013-14	2014-15	2015-16	2016-17	4 Yr Average
Annual Enrollment	723	923	1,080	1,234	990



Human Development Department has a steady growth in enrollment. These courses are considered a significant course for all students to take regardless of the major they are pursuing.



Fall and Spring enrollments are steady. Usually there are more students that take HDEV courses during the fall semesters. This could be because of the First Year Experience students being required to enroll in HDEV 110 as part of addressing the achievement gap of the underprepared student and it also being a part of their pathways during the Fall semester. Some of our HDEV 110 students persist in self exploration onto the HDEV 115 course during the Spring semester for those who need to continue to discover their career direction.



There was a significant growth from Spring 2014 to Spring 2015. From Spring semesters from 2015 to 2017 is steady.

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

Enrollment by Time of Day

Fall Term	2013	2014	2015	2016
Day	87.8%	70.5%	83.2%	81.6%
Night	12.2%	22.6%	9.0%	13.2%
Weekend/Unknown	0.0%	6.9%	7.8%	5.3%

Enrollment by Time of Day

Spring Term	2014	2015	2016	2017
Day	78.6%	70.6%	51.9%	76.0%
Night	21.4%	17.9%	40.3%	16.3%
Weekend/Unknown	0.0%	11.5%	7.8%	7.7%

Successful Course Completion

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

Program Success Standard*	64.3%
5-year Program Success Average	67.2%

*Calculated as the average between the 5-year average and the lowest yearly rate in the 5-year period.

Year	Total Grades	Success Rate
FA 2013	370	61.4%
2014	827	65.9%
2015	875	68.7%
2016	1,150	68.6%
SP 2017	416	65.6%

The department was pleased to see that the 5-year success average increased from the previous program review. In the 2013 Program Review, the 5-year Success Average was 69%.

Success Rates and Equity

The HDEV department is proud to play a significant role in the College’s efforts to mitigate equity gaps observed in student outcome analyses. As discussed in other sections of this report, the department is active in many student success initiatives across campus.

The following charts show success rates by ethnicity, gender and age groups.

Fall Term Demographic Success (2013-2016)

<i>Ethnicity</i>	Fall 2013		Fall 2014		Fall 2015		Fall 2016	
	Success	N	Success	N	Success	N	Success	N
African-American	58.2%	141	51.0%	157	61.6%	164	48.1%	183
Amer. Ind. or Alask. Native	0.0%	X	0.0%	X	0.0%	X	0.0%	X
Asian	100.0%	X	75.0%	X	100.0%	X	86.4%	22
Latino	62.7%	212	73.8%	305	70.8%	329	71.4%	413
Pacific Islander	100.0%	X	0.0%	X	33.3%	X	87.5%	X
Two or More	42.9%	X	46.2%	13	71.4%	X	53.3%	15
Unknown or Decline	75.0%	X	50.0%	X	100.0%	X	100.0%	X
White	100.0%	X	60.0%	X	100.0%	X	50.0%	X
<i>Gender</i>								
M	58.2%	153	63.8%	224	62.1%	227	57.9%	261
F	63.6%	217	65.8%	266	72.9%	284	69.8%	384
X	0.0%	X	0.0%	X	0.0%	X	0.0%	X
<i>Age Groups</i>								
19 or less	57.6%	217	71.1%	253	67.5%	295	68.6%	411
20 to 24	65.1%	83	62.1%	124	64.5%	110	60.3%	121
25 to 49	69.2%	65	54.6%	97	74.7%	91	55.0%	100
Over 49	60.0%	X	50.0%	16	66.7%	15	69.2%	13

X: Counts are suppressed for groups with less than 10 students.
 Shaded regions indicate groups achieving at a rate less than 80% of the reference group, respectively. Reference groups are White, male, and 20 to 24 years old.

Spring Term Demographic Success (2014-2017)

	Spring 2014		Spring 2015		Spring 2016		Spring 2017	
	Success	N	Success	N	Success	N	Success	N
<i>Ethnicity</i>								
African-American	66.7%	132	60.8%	130	62.1%	161	60.5%	124
Amer. Ind. or Alask. Native	0.0%	X	0.0%	X	0.0%	X	0.0%	X
Asian	0.0%	X	100.0%	X	80.0%	X	87.5%	16
Latino	68.4%	187	74.4%	207	80.0%	315	67.3%	251
Pacific Islander	0.0%	X	75.0%	X	83.3%	X	50.0%	X
Two or More	88.9%	X	42.9%	X	61.5%	13	58.8%	17
Unknown or Decline	0.0%	X	100.0%	X	0.0%	X	0.0%	X
White	100.0%	X	80.0%	X	25.0%	X	66.7%	X
<i>Gender</i>								
M	57.0%	121	64.8%	125	68.7%	217	57.3%	164
F	73.1%	216	72.0%	239	76.7%	288	71.0%	252
X	0.0%	X	0.0%	X	0.0%	X	0.0%	X
<i>Age Groups</i>								
19 or less	63.1%	141	66.9%	118	76.3%	245	63.1%	203
20 to 24	73.2%	112	68.7%	134	69.0%	145	61.9%	126
25 to 49	65.3%	75	71.1%	97	71.7%	99	73.7%	76
Over 49	77.8%	X	86.7%	15	75.0%	16	100.0%	11
X: Counts are suppressed for groups with less than 10 students.								
Shaded regions indicate groups achieving at a rate less than 80% of the reference group, respectively. Reference groups are White, male, and 20 to 24 years old.								

The department has a strong commitment to student success and is pleased to see that students do well in HDEV courses. The equity data above shows that success in the department mirrors equity challenges for the college. The lowest rates are among African American, Pacific Islander and American Indian/Native Alaskan students. Departmental strategies to address the equity gap include an emphasis on student engagement practices (demonstrated to be especially impactful for students of color) and equity-minded teaching practices, faculty participation in equity-related professional development programs, and collaborating with campus partners to offer dedicated courses and learning communities through programs such as EOP&S/CARE CalWORKs, MESA, FYE, Honors Transfer Program, Career/Transfer Center, the Counseling Division, the Writing Center, the Reading Success Center, the Learning Resource Center, Special Resource Center, the Library, the Homeless Initiative Food Pantry, Formerly Incarcerated Students in Transition Program, the Youth Empowerment Strategies for Success (YESS) Program Support and many other campus programs and service

Course Grade Distribution

Year	COURSE	Method	We	Grade											Total	Succ.	Reten.		
				'A'	'B'	'C'	'P'	'D'	'F'	'NP'	Inc P	Inc NP	'DR'	'W'					
2013	HDEV-10	Lecture	8	12	6	3				2			-	1		12	36	58.3%	66.7%
			14	5	7	10			7	2			-	-			31	71.0%	100.0%
			16	57	29	13			6	12			-	-		16	133	74.4%	88.0%
	HDEV-20	Lecture	8	10						10			-	-			20	50.0%	100.0%
			HDEV-5	Lecture	7	3	3	2	13		4	6	-	-		2	33	63.6%	93.9%
	HDEV-8	Lecture	8	17	6	3			4	27			-	-		4	61	42.6%	93.4%
			11	4	5	10				18			-	-		5	42	45.2%	88.1%
			12	1	3	5				2			-	-		3	14	64.3%	78.6%
	2013 Total				109	59	46	13	17	77	6	-	1	42	370	61.4%	88.6%		
	2014	HDEV-10	Distance	16	19	3	2			1			-	-		9	34	70.6%	73.5%
Lecture				8	2	6	6			2			-	-		2	18	77.8%	88.9%
16			181	97	42			22	46			-	-		46	434	73.7%	89.4%	
HDEV-115		Lecture	8	17	3	2				8			-	-		1	31	71.0%	96.8%
			16	7	3	3				5			-	-		10	28	46.4%	64.3%
HDEV-12		Lecture	8				25				4	-	-		12	41	61.0%	70.7%	
HDEV-20		Lecture	8	2	4				3	7			-	-		16	37.5%	100.0%	
HDEV-5		Lecture	8	18	4	3	29	3	3	13			-	-		27	100	54.0%	73.0%
			11		9	1			1	2			-	1		8	22	45.5%	63.6%
			12	6	10	7				12			-	1		4	40	57.5%	90.0%
HDEV-8		Lecture	8	5	8				2	2			-	-			17	76.5%	100.0%
			11	2	4	2				2			-	1		7	18	44.4%	61.1%
			12	1	1	1				2			-	2		4	11	27.3%	63.6%
			14	3	5	2			1	5			-	-		1	17	58.8%	94.1%
2014 Total				263	157	71	54	32	97	17	-	5	131	827	65.9%	84.2%			
2015	HDEV-10	Distance	16	39	11	11			1	5			-	-		15	82	74.4%	81.7%
			Lecture	16	182	135	81			26	62			-	1		84	571	69.7%
		HDEV-115	Lecture	16	19	8	5			1	15			-	-		7	55	58.2%
	HDEV-12	Lecture	8				10				7	-	-		2	19	52.6%	89.5%	
	HDEV-5	Lecture	8	35	14	4				2			-	-		6	61	86.9%	90.2%
			12	10	6	6			1	11			-	-		9	43	51.2%	79.1%
	HDEV-8	Lecture	12	1	5	5				3			-	-		5	19	57.9%	73.7%
			14	2	9	3				11			-	-		25	56.0%	100.0%	
	2015 Total				288	188	115	10	29	109	7	-	1	128	875	68.7%	85.4%		
	2016	HDEV-10	Distance	16	21	6	4			1	2			-	-		6	40	77.5%
Lecture				12	7		1						-	-		3	11	72.7%	72.7%
16			70	59	32			10	26			-	-		37	234	68.8%	84.2%	
HDEV-101		Lecture	12	7	4	1							-	-			12	100.0%	100.0%
			HDEV-105	Lecture	8	14	6	6			1	10			-	-		16	53
HDEV-110		Distance	11		1	4				7			-	-		7	19	26.3%	63.2%
			12	10	2	3				11			-	-		8	34	44.1%	76.5%
			16	16	6	4				2			-	-		6	34	76.5%	82.4%
HDEV-115		Lecture	12	5	4	8			1	2			-	-		13	33	51.5%	60.6%
			16	112	87	60			28	58			-	-		50	395	65.6%	87.3%
HDEV-12		Lecture	14	5	27	5							-	-		1	38	97.4%	97.4%
			16	16	17	6			1	7			-	-		9	56	69.6%	83.9%
HDEV-12		Lecture	8				4				5	-	-		1	10	40.0%	90.0%	
HDEV-20		Lecture	8	24								-	-		2	26	92.3%	92.3%	
HDEV-5	Lecture	8	16		1				13		1	-		2	33	54.5%	93.9%		
HDEV-8	Lecture	14	13	15	11			1	4			-	-		5	49	79.6%	89.8%	
		16	22	17	29				1			-	-		4	73	93.2%	94.5%	
2016 Total				358	251	175	4	44	142	5	1	-	170	1,150	68.6%	85.2%			
2017	HDEV-101	Lecture	8	7	2	1			3			-	-			13	76.9%	100.0%	
			12		3	4			1			-	-		6	14	50.0%	57.1%	
			14	5	1	7			2	5			-	-		11	31	41.9%	64.5%
	HDEV-105	Lecture	8	13	4	3				19			-	-		4	43	46.5%	90.7%
			HDEV-110	Distance	16	12	11	2			1			-	-		6	32	78.1%
	HDEV-115	Lecture	12	8	7	3			2	3			-	-		1	24	75.0%	95.8%
			16	44	47	34			9	20		2	-		33	189	67.2%	82.5%	
			14	26	5	1				3		1	-		2	38	86.8%	94.7%	
	16	6	7	7				5			-	-		7	32	62.5%	78.1%		
	2017 Total				121	87	62	4	17	56	3	-	70	416	65.6%	83.2%			

Grade distributions are reasonable and there are no patterns that stand out as problematic. Only one course, HDEV 12, was offered in Pass/No Pass format. At the conclusion of the fall 2014 semester, the department inactivated that course because it was not degree applicable or transferable.

Course Grade Distribution

The course grade distribution charts are on the next page. The most common grades in Human Development courses were As and Bs. The exceptions to this were 6-week sections of HDEV 107 and HDEV 101.

Retention Rates

Year	Total Grades	Success Rate
FA 2013	370	88.6%
2014	827	84.2%
2015	875	85.4%
2016	1,150	85.2%
SP 2017	416	83.2%

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

Year	COURSE	Method	Weeks	W's	Grades	Success	Retention
2014	HDEV-10	Distance	16	9	34	70.6%	73.5%
		Lecture	8	2	18	77.8%	88.9%
		Lecture	16	46	434	73.7%	89.4%
2015	HDEV-10	Distance	16	15	82	74.4%	81.7%
		Lecture	16	84	571	69.7%	85.3%
2016	HDEV-10	Distance	16	6	40	77.5%	85.0%
		Lecture	12	3	11	72.7%	72.7%
		Lecture	16	37	234	68.8%	84.2%
	HDEV-110	Distance	16	6	34	76.5%	82.4%
		Lecture	12	13	33	51.5%	60.6%
		Lecture	16	50	395	65.6%	87.3%
SP 2017	HDEV-110	Distance	16	6	32	78.1%	81.3%
		Lecture	12	1	24	75.0%	95.8%
		Lecture	16	33	189	67.2%	82.5%

Note: Rates one standard deviation below the five-year average are colored in red.

III. Curriculum

Review and discuss the curriculum work done in the program over the past four years

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 the following important improvements.

The department revised course numbers to three digits in order to seamlessly add new courses and to enhance clarity for students regarding the recommended course sequence. One-unit courses begin with "10" and are odd numbers. Three-unit courses begin with "11" and are both odd and even numbers.

HDEV 107 was revised to eliminate the Pass/No Pass option. In Fall 2014, the course became 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.

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

Course review

All HDEV courses are reviewed in accordance with the College's guidelines. All course outlines have been reviewed within the past six years. HDEV 101, 105, 107 and 110 were reviewed in 2015. HDEV 115 was reviewed in 2013. HDEV 12 was inactivated in 2015.

Explain course additions to current offerings

In response to recommendations from the previous program review and the Student Success Act, the department created a 3-unit career development course, transferable to the UC and meeting a general education requirement for the CSUs. HDEV 115 Career Development Across the Lifespan was first offered in 2014. Future plans are to consider offering the HD 115 course online and in a hybrid format which would allow more students to conveniently enroll in the course.

Explain course deletions and inactivation

Since 2014, the HDEV Department inactivated one course, Human Development 12 Success in the Workplace. In the previous program review, HDEV faculty determined the vision for the department would be to offer transferable courses. Because HDEV 12 was not degree applicable or transferable and the department offered two transferable career-related courses (HDEV 105 and HDEV 115), the faculty recommended inactivating it. The inactivation was completed in this program review cycle. Now, all courses in the department are degree applicable and transferable, which is beneficial for students.

Describe the courses and number of sections offered in Distance Education

The Compton College HDEV department has made it a priority to offer online HDEV 110 course since Fall in 2016, in support of the college's Distance Education Plan, which calls for expanded online offerings. In the 2018-19 Academic year, HDEV will offer four sections. We will be piloting HDEV 115 during the Fall 2019 as an online course. At this time there are no hybrid HDEV courses offered and it is an area to consider expanding to reach our working adult re-entry population. As demonstrated in the comparison of success and retention rates in face-to-face classes with distance education classes chart above, success rates remain positive in online HDEV courses and are a strong indicator that the HD 115 would follow suit.

Discuss how well the courses meet student's transfer or career needs

HDEV's research-proven curriculum contributes to student success in college and beyond. Data from SLO assessments and surveys 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. As noted, studies have shown that HDEV courses provide students with opportunities to develop goals, skills, attitudes and behaviors necessary for college and career success.

Course Offerings in the Past Two Years

All courses are offered each semester, with the exception of HDEV 107. HDEV 107 has been offered but typically gets cancelled due to lack of enrollment. It has only been offered once since the Fall 2014. With increased offerings of HD 115 at the Early College, the interest is evident that a cohort of students enrolling in this course together can be a successful model of completion and can help to increase campus FTES. Furthermore, there is room for expansion for HD 115 in an online and hybrid format.

Program Course Articulation

HDEV courses articulate to other educational institutions. All HDEV courses transfer to the CSUs. HDEV 110 transfer to CSU (meeting Area E requirements) and UC institutions. However, we will be working on getting an articulation agreement to have HDEV 115 transfer to UC institutions as well.

Related Recommendations

Enrollment in Human Development courses is consistently strong. Since Fall 2014, the department expanded offering of courses in both HDEV 110 and started offering of HDEV 115. With that said, the department is considering on planning on an ADT degree program of Human Development AA/AS Degree. This would be the model similar to Rio Hondo College's AA Degree in Social Work with a Certificate degree in Human Services Department. The point of having this particular degree/certificate is because there is a significant interest from students in the local community who would want to pursue a viable career in the field. Furthermore, providing opportunities for the College to offer popular degrees and certificates for student completion aligns with the campus goals of increasing retention and completion for student success. As the department develops this degree option for students, the

method of delivery in an online format will be considered to provide flexibility of completion to our population of adult re-entry students.

IV. Assessment and Student Learning Outcomes (SLOs)

Alignment Grid

All HDEV courses are aligned with Institutional Learning Outcomes.

BEHAVIORAL AND SOCIAL SCIENCES Institutional (ILO), Program (PLO), and Course (SLO) Alignment											
Program: Human Development			Number of Courses: 5		Date Updated: 07.22.2014		Submitted by: Eduardo Muñoz, ext. 3740				
ILOs	1. Critical Thinking <i>Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.</i>		2. Communication <i>Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.</i>		3. Community and Personal Development <i>Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.</i>		4. Information Literacy <i>Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.</i>				
	<p>SLO-PLO-ILO ALIGNMENT NOTES:</p> <p>Mark boxes with an 'X' if: SLO/PLO is a major focus or an important part of the course/program; direct instruction or some direct instruction is provided; students are evaluated multiple times (and possibly in various ways) throughout the course or are evaluated on the concepts once or twice within the course.</p> <p>DO NOT mark with an 'X' if: SLO/PLO is a minor focus of the course/program and some instruction is given in the area but students are not formally evaluated on the concepts; or if the SLO/PLO is minimally or not at all part of the course/program.</p>										
PLOs							PLO to ILO Alignment (Mark with an X)				
							1	2	3	4	
<p>PLO #1 Factors Influencing Success in College and Life Students will identify, integrate and apply cognitive, psychological, social and physical factors influencing success in college and in life.</p>							X	X	X	X	
<p>PLO #2 Determining Outcomes for Success in College Students will demonstrate active learning, critical thinking and personal responsibility in determining outcomes for success in college.</p>							X	X	X	X	
<p>PLO #3 Interdependence Students will develop interdependence and employ strategies for establishing effective and supportive relationships within diverse college and community environments.</p>							X	X	X	X	
SLOs	SLO to PLO Alignment (Mark with an X)			COURSE to ILO Alignment (Mark with an X)							
	P1	P2	P3	1	2	3	4				
<p>HDEV 101 Orientation to College and Educational Planning: SLO #1 Educational Planning. Students will identify and apply resources, tools and procedures to create educational goals and an educational plan.</p>				X	X			X	X	X	X
<p>HDEV 101 Orientation to College and Educational Planning: SLO # 2 Qualities of Successful Students. Students will analyze personal qualities and skills necessary for success in college and demonstrate how to apply these to achieving academic goals.</p>				X	X						
<p>HDEV 101 Orientation to College and Educational Planning: SLO # 3 Campus Resources & Support Networks. Students will be able to identify resources and apply strategies for cultivating an effective support network on a college campus.</p>						X					

SLOs	SLO to PLO Alignment (Mark with an X)			COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	1	2	3	4
HDEV 115 SLO #1. Career Research & Planning. Students will apply active learning to research and evaluate educational and career options and develop a comprehensive career plan that incorporates consideration of life stages.	X	X		X	X	X	X
HDEV 115 SLO #2. Critical Thinking & Career Planning. Students will exhibit critical thinking by articulating their interests, personality, skills and/or work values and integrating these with education planning and career decision-making for success in diverse work environments.	X	X					
HDEV 115 SLO #3. Interdependence & Decision-Making. Students will develop interdependence and employ strategies for establishing effective and supportive relationships for effective decision-making regarding career and life planning.			X				
HDEV 110 Strategies for Creating Success in College and in Life: SLO #1 Active Learning & Achieving Goals. 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	X	X	X
HDEV 110 Strategies for Creating Success in College and in Life: SLO # 2 Factors Influencing Success Students will be able to identify and analyze cognitive, psychological, social and physical factors influencing success in college and in life.	X	X					
HDEV 110 Strategies for Creating Success in College and in Life: SLO # 3 Overcoming Obstacles & Creating Success. 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				
HDEV 107 Navigating The Transfer Process: SLO #1 Identifying Transfer Options. Students will be able to identify and apply information and resources for selecting appropriate transfer institutions.	X	X		X	X	X	X
HDEV 107 Navigating The Transfer Process: SLO #2 Educational & Transfer Planning. Students will identify educational and career goals and create a plan for eligible transfer to an appropriate institution.		X	X				
HDEV 107 Navigating The Transfer Process: SLO # 3 Educational Goals & College Funding. Students will be able to assess costs associated with transfer and identify appropriate sources of funding to assist with their educational goals.		X	X				
HDEV 105 Career and Life Planning: SLO #1 College & Career Planning. Students will create a plan that identifies individual strengths and weaknesses, college majors and career plans.	X	X	X	X	X	X	X
HDEV 105 Career and Life Planning: SLO # 2 Aligning Personality Types and Work. Students will examine individual learning styles and personality types and assess how these relate to student success in college and careers	X	X					
HDEV 105 Career and Life Planning: SLO # 3 Career Research & Resources. Students will be able to identify and utilize current career research tools and resources, in order to make informed decisions related to career planning.	X	X	X				

Timeline for course and program assessments (4-year cycle)

The four-year cycle for SLO and PLO assessments has been updated for the next program review. Each academic year, each course is assessed and a PLO is assessed.

<p>Compton College SLO Timeline Worksheet (2017 - 2020)</p>		
<p>Division: Division 3</p>	<p>Program: Human Development</p>	<p>Program Review Year:</p>
<p><i>Directions: Use this worksheet to enter the existing assessment timelines for 2016 and distribute assessments for each SLO/PLO statement over the next four-year timeline (2017-2020). Type an X in the cells below to indicate the semester in which the SLOs/PLOs are being assessed. This worksheet should be emailed to the division facilitator by _____. Facilitators are responsible for making sure the information is complete and emailing an <u>electronic copy of this Timeline Worksheet document</u> (in Word or PDF format) to ipena@elcamino.edu by _____. Once received by the SLO Administrative Assistant, this information will be input into TracDat.</i></p>		

Course and SLO #	Note if offered only in FA/SU/SP	SP 16	SU 16	FA 16	SP 17	SU 17	FA 17	SP 18	SU 18	FA 18	SP 19	SU 19	FA 19	SP 20	SU 20	FA 20
PLO #1										X						
PLO #2										X						
PLO #3										X						
HDEV 110 - SLO #1					X						X					
HDEV 110 - SLO #2					X						X					
HDEV 110 - SLO #3					X						X					
HDEV 115 - SLO #1					X						X					

HDEV 115 - SLO #2				x						x					
HDEV 115 - SLO #3				x						x					
HDEV 107 - SLO #1			x						x						x
HDEV 107 - SLO #2			x						x						x
HDEV 107 - SLO #3			x						x						x
HDEV 105 - SLO #1			x						x						x
HDEV 105 - SLO #2			x						x						x
HDEV 105 - SLO #3			x						x						x
HDEV 101 - SLO #1		x													
HDEV 101 - SLO #2		x													
HDEV 101 - SLO #3		x													

Percent of Course and Program SLOs assessed

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

Summary of SLO and PLO 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 101 SLO Assessment Results

HDEV 101 assessments indicated that educational planning provides students with valuable information to help them plan an appropriate path toward their individual academic goals.

HDEV 105 SLO Assessment Results

HDEV 105 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 110 SLO Assessment Results

HDEV 110 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 110 curriculum.

HDEV 107 SLO Assessment Results

HDEV 107 has always been a class that has been cancelled on our campus.

HDEV 115 SLO Assessment Results

HDEV 115 assessment results indicated that students gained knowledge and skills essential to the career research and planning process. Students gained job search skills such as resume writing and interviewing.

Conclusion

HDEV courses empower students to identify and achieve ambitious educational and career goals by helping them apply 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:

1. Accepting personal responsibility
2. Discovering self-motivation
3. Mastering self-management
4. Employing interdependence
5. Gaining self-awareness
6. Adopting lifelong learning and critical thinking
7. Developing emotional intelligence
8. Believing in oneself

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.

Describe how you have improved your SLO/PLO assessment process and engaged in dialogue about results.

HDEV has embraced the SLO process and views this as an important opportunity for program evaluation and assessment of student learning. SLO assessment results are used as the basis for ongoing faculty discussions and decision-making for continuous program improvement.

Specific Examples of Program Improvement Resulting From SLO Assessment:

The HDEV 101 Educational Planning assignment was reviewed and the instructor's guide was updated to ensure consistency and accuracy in instruction across the department. An Orientation Checklist and a corresponding critical thinking assignment were created so that instruction and assessment cover the information and resources required to meet California's state requirements for orientation.

HDEV 105 and 115 career planning SLO assessment results led to faculty engagement in professional development related to career research and planning. Compton College Faculty created a worksheet for students to work on increasing opportunities for self-reflection and critical thinking as it relates to the career research assignment.

Through SLO-related discussions, faculty determined that students needed 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. Faculty agreed that students needed opportunities for more in-depth study than the department's 1-unit courses provided. In the previous program review cycle, the department recommended creating a 3-unit course. In this program review cycle, discussions about SLO assessments solidified the need for this course. Thus, the department created a 3-unit UC/CSU transferable career development course (HDEV 115). It was first offered in 2014. This course helps address the College's career readiness priorities and provides students with opportunities for

rigorous, comprehensive academic study in career planning and preparedness. In HDEV 115, extensive exploration of theoretical models of career development, career-related issues across the lifespan, and changing global workplace support students in making considered, informed choices. Discussions about this class initially began through analysis of SLOs and faculty dialogue about the department's future goals related to student learning objectives.

HDEV's Improved SLO Process and Dialogue about Assessment Results

Continuous engagement in assessment has led HDEV to make improvements in curriculum, student learning, pedagogical practices and in the SLO assessment process. Since Fall 2016, Compton College's HDEV Department hosts an annual faculty "retreat" prior to each fall semester. Both full and part-time faculty attend. Prior to Compton's retreat, all HDEV faculty were invited to the ECC's HDEV retreat. The department discusses 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. Hosting annual workshops for full- and part-time faculty has helped streamline the assessment process and facilitated consistency in assessment tools and data collection. In addition, the facilitator provides intensive, one-on-one assistance and mentoring for colleagues new to the assessment process. These approaches to engagement and dialogue have improved instruction and student learning across the department, enhanced the quality of the submissions and allowed the department to consistently complete and submit all assessments ahead of scheduled deadlines.

V. Analysis of Student Feedback

Analysis of Student Surveys and Attainment of Program Level Student Learning Outcomes

During Spring 2017, as part of the program review cycle the department assessed student survey to weigh in student outcomes in HDEV department. The survey included 56 students who were questioned about HDEV courses and here is what we found out.

There were 56 responses to this survey, and virtually all of them came from HDEV 110. The two instances where students indicated they took HDEV 115 or HDEV 101 both selected these courses in addition to HDEV 110.

Most of the questions were on a scale ranging from 1 or “Strongly Disagree” to 5 or “Strongly Agree”. This means an average score of 5.00/5.00 would indicate every student selected 5 or “Strongly Agree” for their response. A score of 4.00/5.00 would mean students selected 4 or “Agree” on average for that question. Each of the rating scale questions on this survey averaged out between 4.00 and 5.00, meaning students were selecting responses between “Agree” and “Strongly Agree” on average. Although each question averaged out to a positive rating (above 4.00), the lowest average score was regarding HDEV classes helping students create relationships to help them succeed (4.04), and the highest average score was regarding students’ belief that taking HDEV was a positive experience (4.75).

The two questions regarding academic improvement and personal growth from taking HDEV courses received positive responses, although there were some students who selected 1, 2, or 3 for both of these questions. The average score for academic improvement as a result of HDEV classes was 4.20/5.00, and about 79% of students selected 4 or 5 when rating this question. The average score for personal growth as a result of HDEV classes was 4.34/5.00, and about 84% of students selected 4 or 5 when rating this question.

Almost every respondent (93%) indicated they would recommend HDEV courses to others (average score 4.62). Likewise, almost every respondent (93%) indicated it would be helpful for students to take an HDEV course during their first semester (average score 4.67). There were three students who did not select a positive option (“Agree” or “Strongly Agree”) in both cases.

Approximately 79% of respondents indicated they have a better sense of themselves after taking the class (average score 4.21). About 95% of respondents indicated they know more about campus resources and support after taking HDEV courses (4.54), and there were no negative responses to this question.

About 93% of respondents indicated the skills and information learned through HDEV classes will help them be more successful in college (4.50). Around 88% of respondents indicated they felt more confident about their ability to succeed (4.41), although the only negative response was one student who selected “Strongly Disagree”. Almost 77% of students indicated the HDEV classes helped them

create relationships that help them succeed at college (4.04), but unlike every other question on this survey, there were more students who selected “Agree” rather than “Strongly Agree”.

When asked whether they believed instructors cared about their success, 95% of respondents agreed, and there were no negative responses (average score 4.63). Likewise, 95% of students agreed the HDEV classrooms were clean and well-maintained, and there were no negative responses (average score 4.59). Almost all respondents (96%) indicated taking an HDEV class was a positive experience. Most of these responses (79%) were “Strongly Agree”, although there was one respondent who selected “Strongly Disagree” for this question.

Most respondents (77%) indicated they would not consider taking an HDEV class online. However, enrollment trends suggest that the online courses fill to capacity and routinely have a full waitlist. The majority of students (63%) would prefer taking HDEV classes in the morning, although a number of students (25%) indicated they would prefer afternoon classes. Only two students indicated a preference for evening classes, and there were no responses indicating a preference for the weekend. There was a similar distribution of responses regarding students’ preference for the 2-3 hour classes that meet once per week: 54% of students preferred the morning (8AM-10AM); 31% of students preferred the afternoon (11AM-1PM); and 4% of students preferred the late afternoon (2PM-4PM).

Most students learned about the HDEV classes through a counselor (59%), but there were a number of students who learned about them through a friend (18%), family member (11%), or instructor (4%). Virtually every respondent had an educational goal of receiving a degree, with the vast majority indicating they want to transfer to a four-year institution (73%), and some students indicating they want an Associate of Arts (14%) or Associate of Science (5%) degree.

Results: 96% of students learned skills and information important to their success.

Discussion

The department is pleased with the student survey results. Importantly, students are satisfied with instruction, courses, faculty and the academic improvement and personal growth students experience through taking HDEV courses. Students are also satisfied with administrative aspects of the department such as section offerings by time slots.

Other significant findings include that 77% of HDEV students are referred to enroll by counselors and that 96% recommend that future students take HDEV courses in their first semester at Compton College. The department appreciates collaboration with Counseling and will share this information with them.

Importantly, these surveys provide important student feedback that can be used for future course planning and curriculum.

VI. Facilities and Equipment

Facilities and Equipment Used by the Program

The department courses are all held in the Vocational Technology Building. All of the classrooms are equipped with LCDs, smart room technology and computers. There is one white board in front of the classroom.

Marketing Materials

The department distributes fliers for use at campus events (College Night, Major and Career Fairs, etc.) and workshops. We also hand out fliers to the First Year Experience office as well as the Counseling department. The HDEV department plan to post our 8 standard themes in our primary classroom: Self-Esteem, Personal Responsibility, Motivation, Self-Management, Interdependence, Self-Awareness, Emotional Intelligence and Lifelong Learning.

Use of Campus Programs and Facilities

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 campus programs and resources listed below.

1. Bookstore
2. CalWorks
3. Campus Police
4. Career /Transfer Center
5. Child Development Center
6. Computer labs
7. Copy Center
8. Counseling
9. Dreamers Club
10. EOP&S
11. Financial Aid
12. Financial Literacy: Operation Hope Inc.
13. First Year Experience
14. Formerly Incarcerated Student Transition Program
15. Foster Youth Program
16. Health Center
17. Honors Transfer Program
18. Homeless Student Initiative Food Pantry
19. Library
20. LRC Tutorial Programs
21. Math Tutoring Center
22. MyECC and future Compton ERP system
23. Orientations/Welcome Center,
24. Special Resource Center
25. Writing Center

Immediate Needs (1-2 Years)

Human Development Department always holds yearly retreats to share with one another of upcoming significant issues regarding the department as well as showing best practices. Proposed Cost \$1500.00.

Long-range Needs (2-4+ Years)

We need to be able to attend On Course Conferences and any other conference that would be appropriate for subject matter knowledge and growth for faculty teaching in HDEV department.

Additionally, with the expansion of our HDEV faculty and adjuncts using Canvas to teach online and face to face courses, additional training is necessary to understand new requirements and maintain 508 ADA compliance as legislation changes at the state, federal and ACCJC levels. Further training is required to maintain compliance in this regard.

VII. Technology and Software

Faculty primarily use the Copy Center for print materials. Full-time faculty are provided with a Dell laptop, tablet or desktop office computer. They also have access to scanner, fax machine and Scantron machine. For online HDEV faculty, a video camera is a necessary addition to those who choose a desktop computer over a laptop computer.

Faculty use the technology in the Vocational Technology classrooms, including a computer, projector, DVD player and printer. The classroom computer has adequate software for faculty use, such as PowerPoint, Microsoft Word, Excel and other software programs used for instruction and desktop remote viewing control. The classroom internet connectivity and campus WiFi allows faculty and students to access class related websites and YouTube videos for instructional purposes.

Faculty use Canvas and other online platforms to supplement face-to-face classes with additional resources, quizzes, instructional materials and the gradebook features. The department plans to create a Canvas repository site to house department documents, course materials, reference material, SLO assessment tools and reports, and other departmental information.

VIII. Staffing

Since 2014, the HDEV department has grown and increased faculty and adjunct staffing. In 2014, Dr. Roza Ekimyan was hired, who has been the faculty lead in the department and then in Fall of 2017 Jasmine Phillips was hired. Both full-time members have led the department's rapid program growth and expansion in courses and contributed significant professional activities and service to the campus and students.

Since 2014 to present, 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 and full-time faculty;
4. Human Development faculty members are chairing campus committees such as the Curriculum Committee and Distance Education Advisory Committee;
5. HDEV faculty also strategically serve on the Institutional Planning Committee;
6. Continue to have HDEV retreats before the fall semester to keep faculty abreast of current pedagogical trends;
7. All SLOs are updated and interpreted to increase the effectiveness of the HDEV courses;
8. Collaborating with local high schools to teach the Early College students population with HDEV 115 courses;
9. Increased online offerings of HDEV 110 courses;

In the next two years, the HDEV Department expects to add degree courses as well as certificate courses to our on ground, hybrid and online offerings. Students have demonstrated a passion for the field of Human Development and desire a degree to pursue specialized sustainable career opportunities. Additional HDEV courses will include a theory course and a foundations course implemented with other social science courses for students to become well rounded in the discipline and obtain a degree for employment and transfer preparation.

Immediate Needs (1-2 Years)

When we offer these courses, the department will need to hiring additional adjunct faculty members to increase course offerings and to meet the demands of the student success initiative. We will also need to continue funding the training at the HDEV Faculty Summer Retreat. Furthermore, we will need to expand online offerings and create a course shell for HDEV 115 online and hybrid.

Long-term Needs (2-4+Years)

When the department does indeed grow, we will need a third full time faculty member to assist the department with the increased continual growth of course offerings.

Related Recommendations

The Department recommends the development of the new courses and the expansion of HDEV 115 in online and hybrid formats to cater to our diverse population needs.

IX. Future Direction and Vision

Relevant Changes That Impact the Program

The future direction of the Human Development department will focus on two areas: curriculum development in new Human Services courses and collaborating with campus programs and initiatives to increase student success and retention at Compton College.

There is high student demand for a degree and certificate in Human Development/services program at Compton College. The mission of Human Development aligns with the conceptual framework for incorporating two additional courses as well as implementing it with a variety of social science courses. Therefore, the department is proposing to create two courses, theory and foundations, within the next two years given the following labor market analysis information.

According to the Center of Excellence Human Services September 2017 report, the labor market analysis demonstrates a clear correlation and need for a community college degree in Human Services since “the number of human services occupations are expected to increase by 8% over the next five years, resulting in approximately 1,811 jobs opening annually.” Furthermore, “human services encompasses a broad range of occupations where community college can be a great starting point.” (<http://coeccc.net/Search.aspx?id=1270>)

“Data included in the analysis represents the labor market demand for positions most clearly related to Human Services. Standard occupational classification (SOC) codes were chosen based on the national educational level required for employment (associate degree and postsecondary certificate) as well as the proportion of current workers who hold a community college award or have had some community college training.

Traditional labor market information was used to show current and projected employment based on data trends, as well as annual average awards granted by regional community colleges. Real-time labor market information can signal demand and show what employers are looking for in potential employees, but is not a perfect measure of the quality of open positions.” (Center of Excellence Human Services September 2017 report.)

Future Direction and Vision of the Program

The California Community Colleges Student Success Act developed recommendations aimed at improving the educational outcomes and workforce preparedness of California students. These priorities 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 Compton College’s efforts to address student success priorities; specifically as they relate to orientation to college, educational planning,

career readiness and adult learners. The department will continue to emphasize and expand educational and career planning across its curriculum.

Specifically, the department recommends continuing to look at implementing guided pathways that include HDEV courses designed to increase student success and retention at Compton College in CTE fields as well as general education pathways.

The Human Development department hosts an annual retreat and established a Canvas repository resource site to support the ongoing learning and professional development of all HDEV faculty. Faculty meet several times each semester to collaborate on developing teaching and student learning tools and strategies, to problem-solve, develop curriculum and analyze student learning outcomes.

Full-time HDEV faculty members created and utilize a departmental evaluation feedback tool 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.

The department is proud of its continued growth and its commitment to excellence in teaching and learning. Faculty strive to interject rigor into the curriculum by developing students' critical thinking and problem-solving skills through integration and active learning. HDEV classes are vibrant, intellectual environments where students feel challenged, supported and motivated to achieve their goals. A balanced, integrated curriculum, active learning opportunities for students to internalize learning and connecting ideas and concepts across disciplines cultivates high student success and retention in HDEV courses and at Compton College.

Related Recommendations

1. Develop opportunities for students to earn a certificate and/or degree in Human Development/Human Services.
2. Increase the number of course and section offerings, including those designed for addressing the underprepared student population.
3. Continue to train HDEV faculty on best practices and pedagogical techniques.

X. Prioritized Recommendations

Human Development Department's Prioritized Recommendations and Rationale for Each	Cost Estimate	Strategic Initiatives
<p>Recommendation 1: Develop two theory and foundation courses. Rationale for Ranking: Additional theory and foundation courses will offer increased opportunities for students in HDEV and other disciplines to earn both a degree and also 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. These courses will include the appropriate content and rigor to meet the demands of a CSU and UC transferable course. Offering these courses will advance the College's goal of meeting statewide recommendations for students' career and workplace readiness.</p>	No Cost	A, B, C, D
<p>Recommendation 2: Add sections of HDEV courses and new learning communities. Rationale for Ranking: HDEV can support the College in achieving student success and equity goals by increasing curricular offerings in orientation, educational and career planning, as well as through new, innovative learning communities designed to increase student achievement. Increasing curricular offerings with student learning outcomes in college orientation, educational planning, and career readiness will facilitate the College's efforts to support statewide initiatives related to student success and completion.</p>	TBD	A, B, C, D
<p>Recommendation 3: Continue funding for faculty training Rationale for Ranking: HDEV full time faculty conduct yearly training for Human Development Department to showcase best practices, and train adjunct and full time faculty on the latest strategies to improve reaching students and teaching material. This retreat also informs our instructors of current pedagogical trends in the field. Conferences such as On Course, are necessary for faculty to attend in order to bring back pertinent information to our department and stay abreast of current teaching strategies.</p>	3,000	A, B, C, D

References:

Daniel-DiGregorio, Kristie, Dr., Soden, Juli, Dr., Chu, Yun, Dr. (2017) El Camino College Instructional Program Review *Human Development* Academic Year

Sanchez, Lori (September, 2017) Los Angeles/Orange County Center of Excellence for Labor Market Research: Human Services (<http://coecc.net/Search.aspx?id=1270>)