

El Camino College Compton Center
Instructional Program Review
Human Development
Academic Year 2008-09

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I. Overview of Human Development *

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 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 on the El Camino College campus, 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

Currently full time and part-time counselors teach human development courses at the Compton Center. If Human Development courses are taught during Fall or Spring they are part of the full time counselors counseling load. Counselors who teach human development courses are invited to attend the human development meetings held at El Camino. Usually, one counselor will serve as a representative from the El Camino College Compton Center at the scheduled meetings.

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, 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

The faculty at the Compton Center 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 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.

* This section was provided by the El Camino College Human Development (Soden and Daniel-DiGregorio, 2009)

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 for the Human Development and Behavioral and Social Sciences (BSS).

Total Annual Program Participation (3 year Trend) Fall 2006-2009

	Fall/Spring 2006-07	Fall/Spring 2007-08	Fall/Spring 2008-09	3Yr Average
Total Enrollment	208	180	405	263

Successful Course Completion

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

	Fall 2006	Fall 2007	Fall 2008	3-Yr Ave.
Human Development Compton	73.1%	78.1%	73.4%	74.8%
BSS Division-Compton	85.9%	85.9%	79.5%	83.7
ECC-Compton Center	83.4%	84.8%	79.5%	82.5
State Average	59.3%	58.7%	N/A	N/A

Over the three year cycle, the success rate in the department has consistently been lower than the Division (as a whole) and ECC Compton. ECC Compton Center is 7.7% higher than Human Development which is a significant difference. However over the past three years the successful course completion rate of Human Development has consistently been higher than the States Average.

Retention Rates

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

	Fall 2006	Fall 2007	Fall 2008	3-Yr Ave.
Human Development Compton	53.2%	62.1%	75.7%	63.6
BSS Division-Compton	67.2%	67.9%	71.0%	68.7
ECC Compton Center	69.8%	69.6%	70.9	70.1
State Average	79.9%	79.3%	N/A	N/A

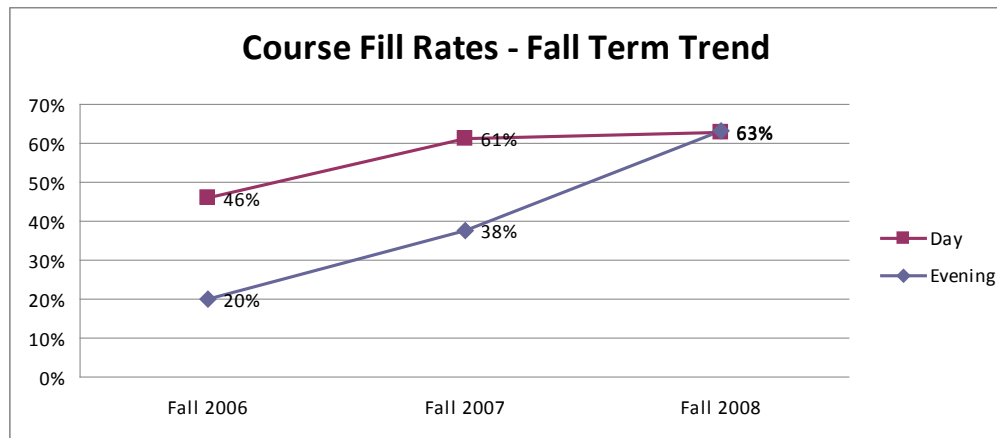
Over the three- year cycle, the Department retention rate has consistently been improving compared to the Division (as a whole) and El Camino College Compton Center. In Fall 2008 the rates of the department have surpass the retention rates of the Division and the El Camino College Compton Center. The State average is higher than El Camino College Compton Center.

Seat Count

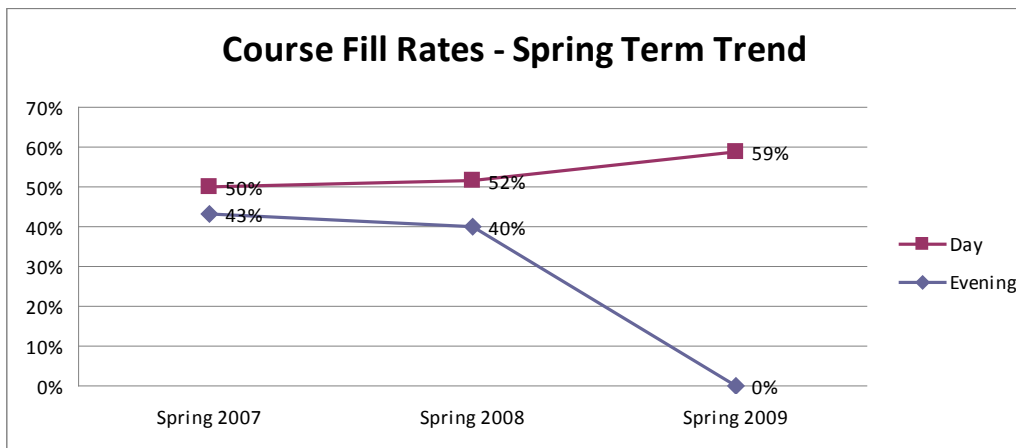
Seat count and section totals show an overall increase from Fall 2006 to Fall 2008.

Enrollments and Section Counts by Course Fall 2006-Fall 2008

	Fall 2006	Fall 2007	Fall 2008	Spring 2007	Spring 2008	Spring 2009
Number of Seats By Course						
HDEV-5	9	15	48	13	25	43
HDEV-8	58	92	231	30	49	135
HDEV-10						18
HDEV-15						
HDEV-20			11			10
Total Enrollment	67	107	290	43	74	206
Number of Sections By Course						
HDEV-5	1	1	3	1	2	2
HDEV-8	5	4	11	2	3	7
HDEV-10						1
HDEV-15						
HDEV-20			1			1
Total Number of Sections	6	5	15	3	5	11
Average Section Size	11.2	21.4	19.3	14.3	14.8	18.7
Number of Seats By Time						
Day	55	92	252	30	62	206
Evening	12	15	38	13	12	0
Total Enrollment	67	107	290	43	74	206
Number of Sections By Time						
Day	4	4	13	2	4	11
Evening	2	1	2	1	1	0
Total Number of Sections	6	5	15	3	5	11
Average Section Size - Day	13.8	23.0	19.4	15.0	15.5	18.7
Average Section Size - Evening	6	15	19	13	12	0
Fill Rate						
Day	46%	61%	63%	50%	52%	59%
Evening	20%	38%	63%	43%	40%	0%
Total	37%	56%	63%	48%	49%	59%



Fill rate patterns for Day and Evening courses indicate a growth trend for Fall Semesters from 2006 to 2008. There is a significant growth for evening students from Fall 2006 to Fall 2008.



In Spring Semesters, fill rate patterns for day and evening courses were consistent until Spring 2008. There was a drastic decrease for evening courses in Spring 2009.

	Fall 2006	Fall 2007	Fall 2008	Spring 2007	Spring 2008	Spring 2009
FTES						
Day	3.77	4.58	10.84	1.38	3.82	9.68
Evening	0.61	1.33	1.74	0.95	0.91	0.00
Total FTES	4.38	5.91	12.58	2.33	4.73	9.68
Department Success Rate	38.9%	48.5%	55.5%	62.7%	46.5%	57.9%
Department Retention Rate	53.2%	62.1%	75.7%	64.2%	56.6%	85.0%

The retention rate was higher than the success rate of students from Fall 2006 to Fall 2008. The Retention rate in Spring 2007 showed no significant difference in Success and Retention rates. In Spring 2008 there was a slight increase in retention rate; however the retention rate in Spring 2009 was significantly higher than the success rate.

Enrollment and Capacities by Time of Day

Time	Fall 2006				Fall 2007				Fall 2008			
	Secs.	Enr	Cap	Fill Rates	Secs.	Enr	Cap	Fill Rates	Secs.	Enr	Cap	Fill Rates
Day	4	55	120	46%	4	92	150	61%	13	252	400	63%
Evening	2	12	60	20%	1	15	40	38%	2	38	60	63%
Total	6	67	180	37%	5	107	190	56%	15	290	460	63%

Time	Spring 2007				Spring 2008				Spring 2009			
	Secs.	Enr	Cap	Fill Rates	Secs.	Enr	Cap	Fill Rates	Secs.	Enr	Cap	Fill Rates
Day	2	30	60	50%	4	62	120	52%	11	206	350	59%
Evening	1	13	30	43%	1	12	30	40%	0	0	0	0%
Total	3	43	90	48%	5	74	150	49%	11	206	350	59%

Fall 2008 shows the highest rate of daytime courses filled with 63% and evening courses were filled at the same percentage. The number of sections offered increased in Spring semesters from 2007 to 2009. The number of sections offered in fall from 2006 to 2008 was higher than the number of sections offered in spring.

Overall, since Fall 2006, the program has experienced positive growth trends in sections offerings and fills rates for Fall and Spring Semesters in daytime classes.

In response to the growth trend, the department hired part-time faculty in Fall 2008 and Spring 2009 to assist the regular counseling faculty who teaches Human Development classes as part of their load. Given the intent of the department to increase enrollment

and class offerings, the department recommends scheduling afternoon and weekend classes. It is recommended that HDEV 10 be offered to students at the Compton campus 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.

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 have been proven to significantly enhance student success and retention and to reflect the demands of diverse work contexts.

The Human Development course generate growing FTES and provides students with knowledge and skills that transcend the Human Development classroom and contribute to

student achievement, persistence, retention and overall academic 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 First-Year Experience, Basic Skills, Counseling, English and Reading. The department is planning to link courses with other disciplines.

Human Development faculty provide leadership for campus-wide initiatives to improve student success and retention. Faculty members participate regularly in On Course workshops at the Torrance campus. 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. As a result of these efforts, El Camino College is earning a national reputation as a student-focused innovator.

Some Human Development faculty members serve as participants and presenters within 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. This initiative has help to position El Camino College as a leading 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

The Compton centers counseling department plans to implement the Service Learning program. 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.

Human Development students will have an opportunity to contribute hours of service to the local community, while demonstrating the value of the Human Development program in achieving El Camino College's core competency of Community and Collaboration.

Recommendations Related to Curriculum

Recommendation: Participate with the Torrance Counseling faculty in the development a 3-unit Career Planning course

Recommendation: Participate with the Torrance campus counseling faculty in the development of a Service Learning course.

Recommendation: Participate in the review of the 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: Participate in the review of the Human Development 95ab-Cooperative Career Education -General Work Experience for possible inactivation.

* This section was provided by the El Camino College Human Development (Soden and Daniel-DiGregorio, 2009)

Course Overviews (El Camino College Instructional Program Review Human Development and El Camino College Catalog 2008-2009)

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 on the Torrance campus but is currently used on the Compton campus.

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 Compton Center will collect data for assessing SLOs for HDEV 5, 8 and 20 beginning Spring 2010. This assessment cycle should be completed by Fall 2010.

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 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 (El Camino College Instructional Program Review Human Development, 2008-2009). The Compton Center will continue to participate with El Camino College in assessing SLOs in HDEV 5, HDEV 8 and HDEV 20.

SLO Recommendations

The department recommends writing two additional SLOs with the participation of the Compton Center within the next two years for each of the following courses: HDEV 5, 8, 10, 12, 20. Compton Center's faculty will participate

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:

- Copy Center
- Counseling
- ECC Email and MyECC
- EOP&S/CARE
- First Year Experience and Learning Communities
- Library, including Orientations, periodical/reserves, computer labs and ERes
- Learning Resource Center and LRC Tutorial Programs
- Media Services/AV Equipment
- Special Resource Center
- Transfer Center
- Writing Center
- Math Lab

Program instructors use various campus facilities to host department TLC workshops, 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 three long-range needs: a faculty resource library, an assigned computer lab and marketing materials.

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 reduced in the past year. (Labs in VT 226 have been eliminated due to loss of personal, VT 212 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 email, educational plans, etc. Therefore,

the department has an immediate need for access to at least one designated open computer lab.

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 counseling faculty to wear when performing presentations to high school students during recruitment activities 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:

Immediate (1-2 years)	Long Range (3-5 years)
1) Instructional & TLC Resources, DVDs, Manuals \$15,000	Update materials \$30,000
2) Marketing materials and recruitment t-shirts \$3,000	Update materials supply \$8,000

VI. Staffing

Teaching Human Development courses is a part of the Full-time Counseling faculty's contractual load. Part-time faculty has been hired in addition to regular full time counseling faculty to teach Human Development courses. This addition has allowed for rapid program growth and expansion in courses, professional activities and service to the campus. The part-time faculty positions have contributed to an increase of additional sections of existing courses offered.

Due to growth and expansion, the department anticipates the need for a fulltime instructor within the next year. According to data, Human Development has been on a growth trend. Section fill rates for daytime classes in Fall 2008 were at 63% and Fill Rates for evening classes increased by nearly 25% from 2007 to 2008, indicating a growing demand for more sections of HDEV 5, 8, 10, and 15.

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

Additionally, a faculty member is needed for the following:

- 1) Expand co-curricular activities on the Compton Campus;
- 2) Participate in the development of new initiatives for campus partnerships and linked courses;
- 3) Increase representation at campus committees and service to the district; and,

- 4) Coordinate the mentorship program on the Compton Campus;
- 5) Increase faculty representation on local and national committees, providing recognition for ECC-Compton.
- 6) Develop service learning activities for the Human Development Program
- 7) Serve as liaison for the TLC advisory board and coordinate a TLC sub-advisory board on the Compton campus.

Faculty Mentorship

Human Development faculty members participate and present in a 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 a 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.

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: Participate in the revision of HDEV 10 to become UC transferable by Spring 2009. Participate in the development of a 3-unit Career Planning course by Fall 2009. Participate in the creation of 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. Compton's Counseling Faculty will participate on committee that will revise and develop the Human Development courses. 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 2 sections of HD courses by 2010. Participate in the development of 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. Develop a mentorship program to ensure a pool of well qualified part-time instructors. Implement (TLC) monthly training session to allow Compton's faculty to share new ideas provided by the TLC cohort on the Torrance campus.

The faculty plans to continue to participate in the monthly TLC workshops for full-time and part-time faculty members. TLC workshops provide regularly scheduled opportunities for faculty to learn about new instructional technology.

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

Objectives: Increase course linkages with other academic departments by 2011. 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-Compton.

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, a full-time instructor is needed in the Human Development department. This faculty member will serve as a liaison between El Camino College and Compton Center.

VIII. Conclusion

The Human Development program is expected to have a positive growth. 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 a full-time faculty member

The program is in a growth trend that is expected to continue in the future. To support students and future program growth effectively, a new full-time position should be created. Additional budget needed: NTE \$85,000

Recommendation 2: 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 assigning a designated lab to counseling faculty teaching Human Development classes by 2010-2011. Additional budget needed: None

Recommendation 3: Participate in the course review and the creation of a new course proposals for the Human Development program

A new 3-unit Career Planning course is recommended to provide more in-depth study of the topic. The counseling faculty members on the Compton Campus plans to participate in the work on the 3-unit Career Planning course proposal that is expected to be completed 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 4: 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: \$8,000

Recommendation 5: 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 1 sections of HDEV 8 and 10 will require service learning as part of

course assignments. The department recommends purchasing El Camino College-Compton 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: NTE \$3,000

Recommendation 6: 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: NTE \$15,000

Recommendation 7: Participate in 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 with the participation of the Compton Center Faculty. Participation is highly recommended for current full time and part-time faculty. New Faculty (full and part-time) must attend Teaching and Learning Cohort meetings over the course of two semesters. New faculty must also shadow a mentor instructor who is currently teaching HDEV courses. Monthly sharing of instructional material is necessary to assure Compton's faculty receives current updates and new instructional technology. Additional budget is not need at this time.

Recommendation 8: Participate in the writing of 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. Writing additional SLOs will continue the momentum of assessing student learning in Human Development. No additional budget is required for writing and assessing SLOs.

Recommendation 9 Attend On Course Workshops.

This workshop will help faculty to develop skills necessary for empowering students to become active responsible learner. Also this workshop will provide faculty with learner-centered strategies for helping students succeed in college and in life. NTE \$6, 000

Recommendation 10 Increase Human Development 10 Course offerings

Student demand for HDEV 10 is expected to significantly increase since this course is UC transferable. HDEV 10 provides opportunities for more students to gain important skills and knowledge that will help them achieve success in college and in life.

References'

Daniel-DiGregorio, Kristie, Dr., Soden, Juli, Dr. (2008-2009) El Camino College
Instructional Program Review *Human Development* Academic Year