

Academic Program Review (Human Development) Latest Version

Academic Program Review: (1) Overview of the program Final Submission: Version by Phillips, Jasmine on 10/05/2022 19:36

Provide a brief narrative description of the current program, including the program's mission statement and the students it serves.

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.

Describe the degrees and/or certificates 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.

Explain how the program fulfills the College's mission and aligns with the strategic initiatives.

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

The following outlines how departmental initiatives and faculty activities align with and support the College's mission and Strategic Initiatives.

Strategic Initiative GOAL 1

Improve recruitment, enrollment, retention, and completion rates for our students.

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.

Strategic Initiative GOAL 2

Support the success of all students to meet their education, and career goals.

- 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.

Strategic Initiative GOAL 3

Support the success of students through the use of technology.

- HDEV course offerings have been through online instructions for HDEV 110 and HDEV 115.
- Technology infused classrooms (Instructional Building 1) 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.
- HDEV faculty will continue to be trained on using Canvas, Accessibility and any other informative online tool.

Strategic Initiative GOAL 4

Offer excellent programs that lead to degrees and certificates in Allied Health and technical fields.

- 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.

Strategic Initiative GOAL 5

Establish partnerships in the community and with the K-12 schools.

- 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.

Discuss the status of recommendations from your previous program review.

There were three recommendations that the Human Development department made during the 2018 program review:

Develop opportunities for students to earn a certificate and/or degree in Human Development/Human Services.

- Before Covid, the HDEV department wanted to add two courses, theory and foundations, and create a degree program as part of the Human Development/ Human Services. But with the Covid lockdowns, we ended up concentrating on distance education with Canvas and Accessibility. Then, we realized our enrollment became very low throughout the

campus. That led to HDEV classes being cancelled. Now, our concentration is to make sure we recruit as many students as possible into our HDEV 110 classes. Perhaps in the near future the HDEV department can go back and start to concentrate on developing the program into offering a local degree.

Increase the number of course and section offerings, including those designed for addressing the underprepared student population.

- Before Covid, HDEV department was thriving in the number of class offerings. After Covid, we have had more class cancellations and low enrollment that our entire concentration is on recruitment. We are hopeful for an increase in enrollment because we offer our courses in the dual enrollment and also because we are going to have the FYE return back to our campus.

Continue to train HDEV faculty on best practices and pedagogical techniques.

- Before Covid lockdowns, the HDEV full time faculty conducts 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 materials. After our campus is back on 100% full time, the HDEV Faculty will continue to provide HDEV retreats.
- After Covid lockdowns, it is imperative that HDEV department continues to take Distance Education training. We have been focused on working with Canvas and Accessibility.

Academic Program Review: (2) Analysis of Research Data First Submission: Version by **Phillips, Jasmine** on **10/04/2022 23:21**

Head Count: Identify and explain trends in enrollment. Analyze enrollment demographic variables, including gender, ethnicity, age, educational goal and full-time/part-time status.

Enrollment Trends

The College has experienced a steady decrease in enrollment. As such, Human Development enrollment trends mirror the College's experience.

Enrollment by Demographic Characteristics

STUDENT COUNT BY GENDER Summer 2017-Spring 2022

On trend with the population at Compton College, the Human Development gender identity data shows that consistently students who identify as female outnumber male students in Human Development courses.

Gender	Summer '17	Fall '17	Winter '18	Spring '18	Summer '18	Fall '18	Winter '19	Spring '19
Female	52% (44)	58% (319)	58% (34)	61% (299)	62% (41)	61% (282)	70% (43)	64% (196)
Male	48% (40)	42% (227)	42% (25)	39% (188)	38% (25)	39% (184)	30% (18)	36% (108)
Unknown/n..								
Grand Total	100% (84)	100% (546)	100% (59)	100% (487)	100% (66)	100% (466)	100% (61)	100% (304)

Gender	Summer '19	Fall '19	Winter '20
Female	62% (135)	57% (216)	64% (25)
Male	37% (82)	42% (162)	33% (13)
Unknown/n..	1% (<5)	1% (<5)	3% (<5)
Grand Total	100% (219)	100% (382)	100% (39)

Gender	Spring '20	Summer '20	Fall '20	Winter '21	Spring '21	Summer '21	Fall '21	Winter '22	Spring '22
Female	70% (174)	64% (140)	70% (132)	63% (34)	70% (86)	62% (144)	54% (150)	73% (32)	53% (84)
Male	29% (73)	35% (76)	28% (53)	37% (20)	30% (37)	37% (85)	41% (114)	27% (12)	44% (70)
Unknown/n..	1% (<5)	1% (<5)	2% (<5)			1% (<5)	5% (14)		3% (<5)
Grand Total	100% (249)	100% (218)	100% (188)	100% (54)	100% (123)	100% (231)	100% (278)	100% (44)	100% (158)

STUDENT COUNTS BY ETHNICITY Summer 2017-Spring 2022

As seen below, the data shows that the students enrolled in Human Development courses are diverse and a majority of them consistently identify as Latinx with a second major group being Black or African American.

Ethnicity	Summer '17	Fall '17	Winter '18	Spring '18	Summer '18	Fall '18	Winter '19	Spring '19
American Indian ..					2% (<5)			
Asian	2% (<5)	2% (10)	3% (<5)	1% (6)		1% (<5)	3% (<5)	3% (10)
Black or African ..	36% (30)	21% (116)	32% (19)	27% (132)	29% (19)	23% (106)	31% (19)	25% (77)
Latinx	56% (47)	73% (400)	64% (38)	67% (325)	61% (40)	72% (337)	54% (33)	63% (191)
Native Hawaiian..		0% (<5)		1% (<5)		0% (<5)		2% (5)
Two or More Rac..	5% (<5)	2% (11)		3% (17)	6% (<5)	2% (11)	7% (<5)	4% (13)
Unknown/Non-R..		0% (<5)		0% (<5)		1% (<5)	2% (<5)	2% (5)
White	1% (<5)	1% (6)		0% (<5)	3% (<5)	1% (<5)	3% (<5)	1% (<5)
Grand Total	100% (84)	100% (546)	100% (59)	100% (487)	100% (66)	100% (466)	100% (61)	100% (304)

Ethnicity	Summer '19	Fall '19	Winter '20
American Indian ..	1% (<5)	1% (<5)	3% (<5)
Asian	0% (<5)	1% (<5)	
Black or African ..	16% (34)	23% (88)	38% (15)
Latinx	77% (169)	69% (262)	46% (18)
Native Hawaiian..	1% (<5)	0% (<5)	
Two or More Rac..	2% (<5)	1% (<5)	8% (<5)
Unknown/Non-R..	3% (6)	5% (18)	3% (<5)
White	0% (<5)	1% (<5)	3% (<5)
Grand Total	100% (219)	100% (382)	100% (39)

Ethnicity	Spring '20	Summer '20	Fall '20	Winter '21	Spring '21	Summer '21	Fall '21	Winter '22	Spring '22
American Indian ...	0% (<5)								
Asian	2% (<5)	0% (<5)			2% (<5)	1% (<5)	1% (<5)	2% (<5)	
Black or African ...	31% (78)	15% (33)	26% (48)	15% (8)	20% (25)	15% (34)	24% (66)	32% (14)	28% (45)
Latinx	58% (145)	81% (177)	68% (127)	80% (43)	73% (90)	82% (190)	69% (192)	61% (27)	66% (104)
Native Hawaiian...	2% (<5)								
Two or More Rac...	3% (7)	1% (<5)	3% (6)	4% (<5)	2% (<5)	1% (<5)	1% (<5)	2% (<5)	1% (<5)
Unknown/Non-R...	3% (8)	2% (<5)	4% (7)	2% (<5)	1% (<5)	1% (<5)	5% (13)	2% (<5)	4% (6)
White	1% (<5)				2% (<5)		1% (<5)		1% (<5)
Grand Total	100% (249)	100% (218)	100% (188)	100% (54)	100% (123)	100% (231)	100% (278)	100% (44)	100% (158)

STUDENT COUNTS BY AGE Summer 2017-Spring 2022

The chart below illustrates that the major age demographic of Human Development students is between the ages of 18-19. The uptick in under 18 data coincides with dual enrollment efforts by the College.

Age Group	Summer '17	Fall '17	Winter '18	Spring '18	Summer '18	Fall '18	Winter '19
Under 18		12% (68)		19% (91)	14% (9)	9% (44)	2% (<5)
18-19	21% (18)	49% (269)	31% (18)	28% (137)	23% (15)	48% (226)	25% (15)
20-21	25% (21)	13% (73)	25% (15)	15% (75)	17% (11)	12% (58)	21% (13)
22-24	15% (13)	8% (46)	12% (7)	14% (66)	20% (13)	10% (47)	13% (8)
25-29	19% (16)	8% (45)	19% (11)	13% (63)	17% (11)	8% (38)	13% (8)
30-34	7% (6)	4% (22)	7% (<5)	5% (24)	5% (<5)	6% (27)	11% (7)
35-39	4% (<5)	2% (11)	5% (<5)	2% (11)	2% (<5)	2% (11)	3% (<5)
40-49	8% (7)	2% (9)	2% (<5)	3% (15)	2% (<5)	2% (8)	3% (<5)
50-64		0% (<5)		1% (5)	3% (<5)	2% (7)	8% (5)
65 and over		0% (<5)					
Grand Total	100% (84)	100% (546)	100% (59)	100% (487)	100% (66)	100% (466)	100% (61)

Age Group	Summer '19	Fall '19	Winter '20
Under 18	81% (178)	5% (18)	5% (<5)
18-19	5% (12)	53% (202)	23% (9)
20-21	4% (8)	13% (48)	21% (8)
22-24	2% (<5)	9% (35)	13% (5)
25-29	5% (11)	9% (33)	15% (6)
30-34	2% (5)	7% (25)	15% (6)
35-39	0% (<5)	2% (6)	5% (<5)
40-49		2% (9)	3% (<5)
50-64		1% (5)	
65 and over		0% (<5)	
Grand Total	100% (219)	100% (382)	100% (39)

Age Group	Fall '20	Winter '21	Spring '21	Summer '21	Fall '21	Winter '22	Spring '22
Under 18	4% (7)	26% (14)	18% (22)	83% (192)	38% (107)	7% (<5)	37% (58)
18-19	40% (76)	22% (12)	15% (18)	3% (8)	24% (66)	9% (<5)	11% (18)
20-21	17% (32)	6% (<5)	17% (21)	3% (6)	10% (28)	5% (<5)	13% (20)
22-24	11% (20)	9% (5)	15% (18)	3% (7)	8% (21)	16% (7)	11% (18)
25-29	14% (27)	17% (9)	14% (17)	4% (10)	7% (19)	18% (8)	12% (19)
30-34	8% (15)	6% (<5)	12% (15)	2% (5)	5% (14)	18% (8)	6% (9)
35-39	3% (6)	7% (<5)	5% (6)	1% (<5)	4% (10)	16% (7)	3% (5)
40-49	2% (<5)	6% (<5)	5% (6)		4% (10)	7% (<5)	4% (6)
50-64	1% (<5)	2% (<5)			1% (<5)	2% (<5)	3% (5)
65 and over				0% (<5)	0% (<5)	2% (<5)	
Grand Total	00% (188)	100% (54)	100% (123)	100% (231)	100% (278)	100% (44)	100% (158)

STUDENT COUNTS BY EDUCATIONAL GOAL Summer 2017-Spring 2022

The chart below states that a large portion of Human Development students take the Human Development courses because they intend to transfer or are undecided. Since fall 2019, more students indicate that they are taking the HDEV courses for enrichment. In the future, it is expected that this trend will continue as category E is removed from the CSU Breadth.

Education Goal	Summer '17	Fall '17	Winter '18	Spring '18	Summer '18	Fall '18	Winter '19
Basic Skills		1% (5)		0% (<5)	6% (<5)	2% (7)	2% (<5)
Degree/Cert Only	10% (8)	8% (43)	15% (9)	12% (58)	14% (9)	12% (55)	10% (6)
Enrichment	1% (<5)	1% (7)		6% (31)	14% (9)	2% (8)	2% (<5)
Intend to Transfer	67% (56)	61% (332)	58% (34)	56% (275)	45% (30)	62% (287)	54% (33)
Retrain/Recertify		1% (5)		2% (11)	3% (<5)	2% (7)	3% (<5)
Undecided/Unstated	23% (19)	28% (154)	27% (16)	23% (111)	18% (12)	22% (102)	30% (18)
Grand Total	100% (84)	100% (546)	100% (59)	100% (487)	100% (66)	100% (466)	100% (61)

Education Goal	Spring '19	Summer '19	Fall '19	Winter '20	Spring '20	Summer '20
Basic Skills	1% (<5)	1% (<5)				
Degree/Cert Only	13% (40)	2% (<5)	1% (<5)	3% (<5)	2% (<5)	0% (<5)
Enrichment	3% (8)	5% (12)	87% (331)	74% (29)	86% (214)	93% (203)
Intend to Transfer	59% (180)	27% (60)	9% (33)	21% (8)	10% (24)	4% (9)
Retrain/Recertify	3% (8)	4% (8)	1% (<5)		0% (<5)	0% (<5)
Undecided/Unstated	21% (64)	61% (133)	3% (13)	3% (<5)	2% (6)	2% (<5)
Grand Total	100% (304)	100% (219)	100% (382)	100% (39)	100% (249)	100% (218)

Education Goal	Fall '20	Winter '21	Spring '21	Summer '21	Fall '21	Winter '22	Spring '22
Basic Skills			2% (<5)		1% (<5)		
Degree/Cert Only	1% (<5)	4% (<5)	2% (<5)		1% (<5)		
Enrichment	92% (173)	59% (32)	85% (105)	99% (228)	96% (267)	98% (43)	95% (150)
Intend to Transfer	6% (11)	30% (16)	6% (7)	1% (<5)	1% (<5)		4% (7)
Retrain/Recertify							
Undecided/Unstated	1% (<5)	7% (<5)	5% (6)	0% (<5)	0% (<5)	2% (<5)	1% (<5)
Grand Total	100% (188)	100% (54)	100% (123)	100% (231)	100% (278)	100% (44)	100% (158)

STUDENT COUNTS BY STATUS Summer 2017-Spring 2022

On par with trends at Compton College, Human Development students identify as a mix of full-time and part-time students. Since COVID, more students identify as part-time.

Class Load	Summer '17	Fall '17	Winter '18	Spring '18	Summer '18	Fall '18
Full-time		59% (323)		37% (182)		59% (274)
Part-time	100% (84)	41% (223)	100% (59)	63% (305)	100% (66)	41% (192)
Grand Total	100% (84)	100% (546)	100% (59)	100% (487)	100% (66)	100% (466)

Class Load	Fall '18	Winter '19	Spring '19
Full-time	59% (274)		46% (141)
Part-time	41% (192)	100% (61)	54% (163)
Grand Total	100% (466)	100% (61)	100% (304)

Class Load	Spring '19	Summer '19	Fall '19	Winter '20	Spring '20	Summer '20	Fall '20
Full-time	46% (141)		66% (253)		55% (138)		49% (92)
Part-time	54% (163)	100% (219)	34% (129)	100% (39)	45% (111)	100% (218)	51% (96)
Grand Total	100% (304)	100% (219)	100% (382)	100% (39)	100% (249)	100% (218)	100% (188)

Class Load	Spring '20	Summer '20	Fall '20	Winter '21	Spring '21	Summer '21	Fall '21	Winter '22	Spring '22
Full-time	46% (141)		49% (92)		38% (47)		38% (105)		30% (48)
Part-time	54% (163)	100% (54)	51% (96)	100% (39)	62% (76)	100% (231)	62% (173)	100% (44)	70% (110)
Grand Total	100% (304)	100% (54)	100% (188)	100% (39)	100% (123)	100% (231)	100% (278)	100% (44)	100% (158)

Course Grade Distribution: Identify and explain trends in course grades. Make sure to address gaps in grade distribution if applicable.

HUMAN DEVELOPMENT GRADE DISTRIBUTION

The data below indicates that in Human Development courses, student grades reflect an increase in EW since 2019 and the majority of students who take Human Development courses complete with a passing grade. Presently, we no longer offer HD 101 or HD 105.



Grade Distribution

Program:
 Academic Year:
 Course ID:
 Grade:

Academic Y.	Course ID	Grade									
		A	B	C	D	DR	EW	F	IC	ID	IF
2017-18	HDEV-101	<5 (5%)	5 (23%)	5 (23%)				<5 (9%)			
	HDEV-105	17 (18%)	12 (13%)	6 (7%)				33 (36%)			
	HDEV-110	333 (36%)	163 (18%)	93 (10%)	31 (3%)	13 (1%)		110 (12%)	<5 (0%)		
	HDEV-115	45 (28%)	25 (16%)	15 (9%)	17 (11%)			43 (27%)			
2018-19	HDEV-101	5 (23%)	7 (32%)	<5 (18%)	<5 (9%)						
	HDEV-105	35 (51%)	8 (12%)	5 (7%)				16 (23%)			
	HDEV-110	255 (33%)	129 (17%)	70 (9%)	39 (5%)			129 (17%)	<5 (0%)	<5 (0%)	
	HDEV-115	18 (40%)	<5 (7%)	5 (11%)	<5 (4%)			11 (24%)			
2019-20	HDEV-101										
	HDEV-105	8 (24%)	<5 (3%)	5 (15%)				10 (30%)			
	HDEV-110	311 (39%)	101 (13%)	73 (9%)	28 (3%)	<5 (0%)	96 (12%)	104 (13%)	<5 (0%)	<5 (0%)	
	HDEV-115	27 (50%)	7 (13%)	<5 (6%)			5 (9%)	7 (13%)			
2020-21	HDEV-101	7 (39%)	<5 (6%)	<5 (6%)	<5 (22%)						
	HDEV-110	163 (31%)	112 (21%)	64 (12%)	23 (4%)	13 (2%)	<5 (0%)	45 (9%)			
	HDEV-115	18 (39%)	15 (33%)	<5 (7%)				5 (11%)			
2021-22	HDEV-110	286 (41%)	89 (13%)	77 (11%)	35 (5%)	<5 (0%)	<5 (0%)	86 (12%)			
	HDEV-115	<5 (25%)	<5 (25%)					<5 (13%)			

Success Rates: Identify and explain trends in success rates. Make sure to address equity gaps in success rates if applicable.

HUMAN DEVELOPMENT SUCCESS RATES

According to the data, the Human Development success rates are slightly below the campus average. The College averages a success rate of 68% and the average success rate for Human Development courses since 2017 is 62%. Progress could continue to be made to improve the success rates of our Human Development students as the success rate was previously 60% in 2018-2019 and is currently 64% in 2021-2022 which is showing an increase. Historically, winter and summer success rates remain high.

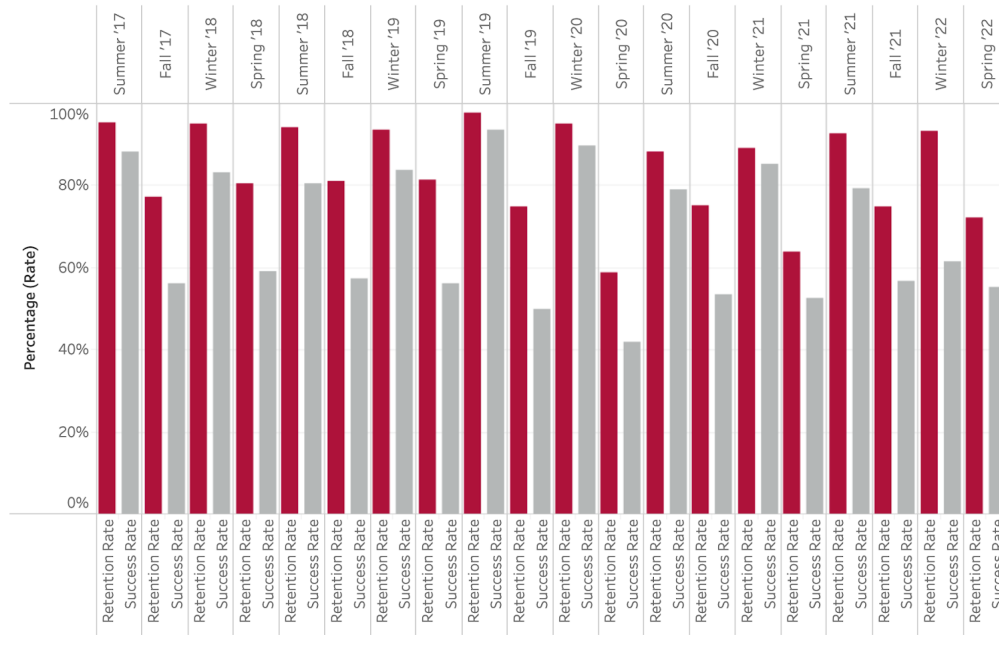


Overall Success and Retention

Success Rate by Course

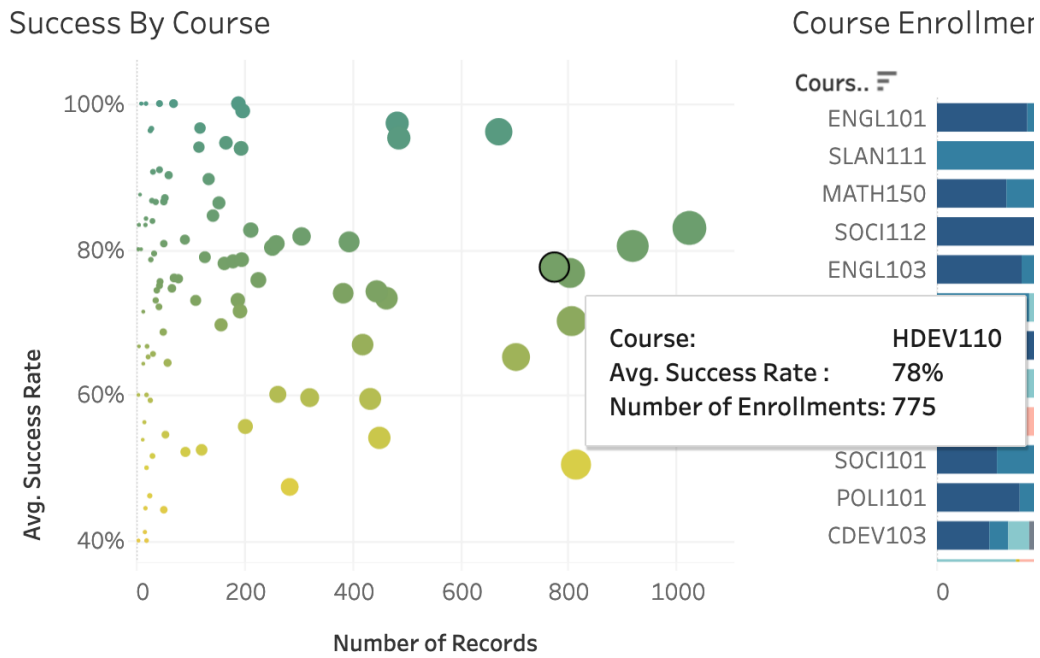
Course ID	2017-18	2018-19	2019-20	2020-21	2021-22
HDEV-101	50%(22)	73%(22)	0%(<5)	50%(18)	
HDEV-105	41%(92)	70%(69)	42%(33)		
HDEV-110	64%(915)	59%(765)	60%(806)	65%(521)	64%(705)
HDEV-115	53%(161)	58%(45)	69%(54)	78%(46)	50%(8)
Grand Total	61%(1190)	60%(901)	60%(895)	66%(585)	64%(713)

Human Development Success Rates



HUMAN DEVELOPMENT DUAL ENROLLMENT SUCCESS RATES

The effort to teach Human Development courses for the dual enrollment partnerships has shows a successful completion rate of 78%.



Retention Rates: Identify and explain trends in retention rates. Make sure to address equity gaps in retention rates if applicable.

RETENTION RATES

Given the data below, Human Development courses show a slightly lower retention rate at 80% as compared to the overall retention rate of the College which is at 83%.

Compton College Overall Success and Retention Rates

Overall Success Rate

Academic Year	
2017-18	68% (37904)
2018-19	69% (35027)
2019-20	64% (31251)
2020-21	70% (23744)
2021-22	68% (20906)
Grand Total	68% (148832)

Overall Retention Rate

Academic Year	
2017-18	83% (37904)
2018-19	83% (35027)
2019-20	79% (31251)
2020-21	84% (23744)
2021-22	84% (20906)
Grand Total	83% (148832)

Human Development Success and Retention Rates

Unique Students

Academic Year	
2017-18	1131
2018-19	854
2019-20	857
2020-21	568
2021-22	687
Grand Total	3865

Overall Success Rate

Academic Year	
2017-18	61% (1190)
2018-19	60% (901)
2019-20	60% (895)
2020-21	66% (585)
2021-22	64% (713)
Grand Total	62% (4284)

Overall Retention Rate

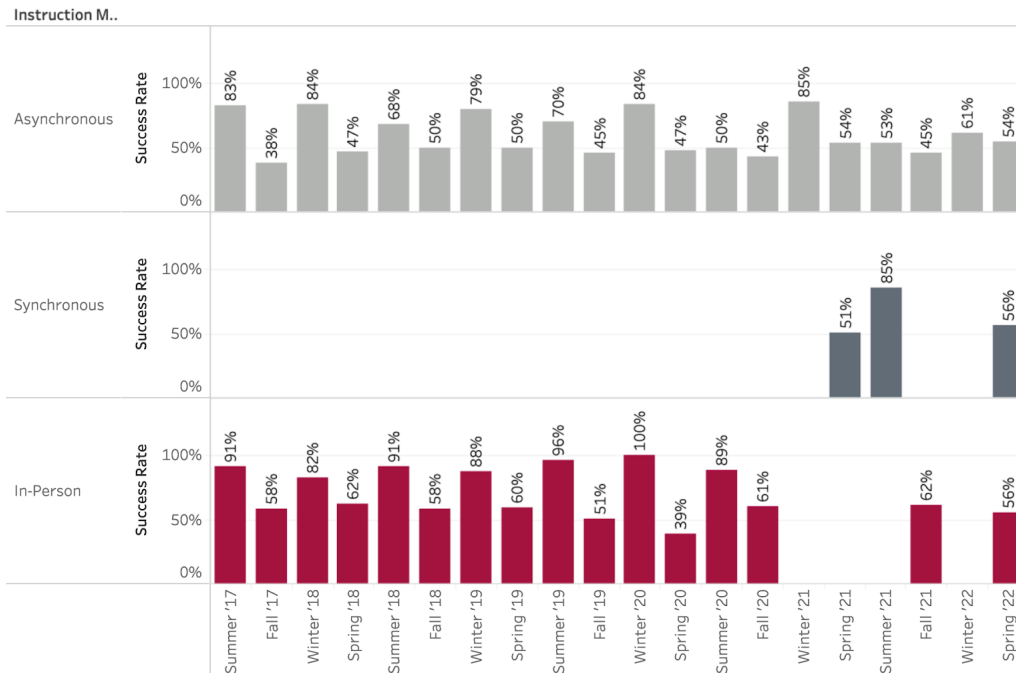
Academic Year	
2017-18	81% (1190)
2018-19	83% (901)
2019-20	77% (895)
2020-21	79% (585)
2021-22	81% (713)
Grand Total	80% (4284)

Distance Education: Compare and contrast success and retention rates between in-person and distance education courses.

DISTANCE EDUCATION

Presently, Human Development courses are offered asynchronously and synchronously online. The success of the asynchronous classes has shown to be successful and therefore this modality should continue to be offered as an option for our students to take. Prior to COVID, the success of in-person classes superceeded online success rates. Historically, those classes offered in winter and summer regardless of modality were more successful than in fall and spring semesters.

Distance Education Success Rates Deaggregated By Modality



Fill Rates: Discuss course sections offered and fill rates. Analyze any applicable trends.
 In the Human Development department, only two courses are currently offered which are HDEV 110 and HDEV 115. WE no longer offer the 1 unit courses that were program specific. If enrollment ever picks back up, we would consider meeting the needs of the special programs by bringing back the 1 unit HDEV courses.

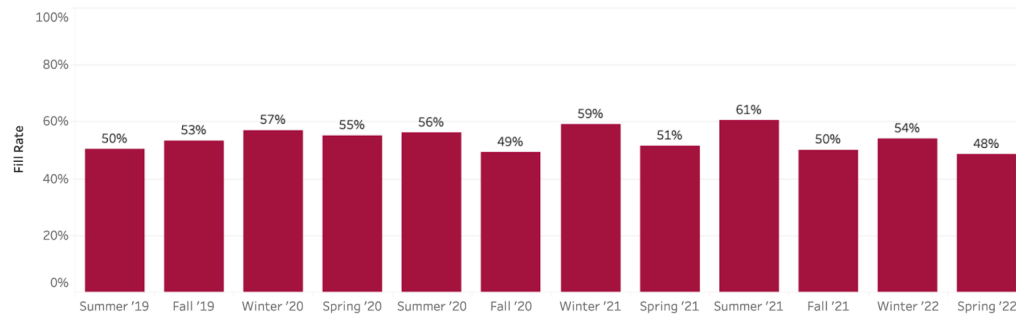
Human Development Course Sections Offered

Course Id	Summer '19	Fall '19
HDEV-110	100% (211)	64% (192)
HDEV-115		73% (22)

Course Id	Winter '20	Spring '20	Summer '20	Fall '20	Winter '21	Spring '21	Summer '21	Fall '21	Winter '22	Spring '22
HDEV-110	77% (23)	52% (124)	74% (67)	55% (116)	87% (26)	57% (86)	79% (214)	50% (204)	68% (41)	39% (138)
HDEV-115	47% (14)	27% (8)		40% (12)	73% (22)	23% (7)		42% (5)		

Human Development Fill Rates

HDEV fill rates have been consistent until COVID which decreased the fill rates. Online courses fill faster than on-ground in-person courses. Asynchronous courses should also be considered as they are a viable flexible option for students and they fill faster than in-person classes.



Course Scheduling: Discuss the days and times offered for courses. Why were these choices made? Should changes be made for future scheduling?

Enrollment by time of class-Summer 2017-Spring 2022

As seen below, the Human Development classes are offered during the day and evening. Perhaps a better data indicator would be to know how many of the Human Development courses are Saturday courses. The vast majority of classes are offered during the day due to low enrollment. In the past, we had a need for afternoon classes but enrollment is so low that there aren't enough students to offer the afternoon option. Saturday courses and night courses should continue to be offered. Night courses should be scheduled one night a week instead of two nights as those classes fill more than the two night courses.

Enrollments	Summer '17	Fall '17	Winter '18	Spring '18	Summer '18	Fall '18	Winter '19	Spring '19
Day	65% (55)	76% (416)	58% (34)	73% (360)	53% (35)	81% (378)	52% (32)	56% (170)
Evening		12% (68)		6% (31)		8% (37)		9% (27)
Unknown	35% (29)	12% (66)	42% (25)	21% (101)	47% (31)	11% (52)	48% (29)	36% (108)

Enrollments	Summer '19	Fall '19	Winter '20
Day	91% (199)	66% (258)	36% (14)
Evening		16% (64)	
Unknown	9% (20)	17% (64)	64% (25)

Enrollments	Summer '20	Fall '20	Winter '21	Spring '21	Summer '21	Fall '21	Winter '22	Spring '22
Day	74% (162)	49% (93)		31% (39)	81% (188)	55% (153)		43% (68)
Evening		10% (19)		11% (14)		15% (42)		10% (16)
Unknown	26% (56)	41% (77)	100% (54)	57% (71)	19% (43)	30% (84)	100% (44)	47% (74)

Degree and Transfer: What number of students earn degrees or certificates? What number of students transfer?

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).

List any related recommendations

N/A

Academic Program Review: (3) Curriculum Final Submission: Version by Phillips, Jasmine on 10/05/2022 19:36

Provide the curriculum course review timeline to ensure all courses are reviewed at least once every 6 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.

Explain any course additions to current course offerings.

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.

Explain any course deletions and inactivations from current course offerings.

We do not have any courses that are deleted or inactivated since the last program review.

Describe the courses and number of sections offered in distance education. (Distance education includes hybrid classes.)

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. Since the Covid pandemic, all classes have been shifted into online platform. We made sure all of the HDEV courses have the online course offerings. At this time, all HDEV courses are offered in hybrid and face-to-face components.

Discuss how well the courses, degrees, or certificates meet students' transfer or career training 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.

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.

How many students earn degrees and/or certificates in your program? Set an attainable, measurable goal related to student completion of the program's degrees/certificates.

Human Development is not a degree program. 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.

Are any licensure/certification exams required for program completion or career entry? If so, what is the pass rate among graduates? Set an attainable, measurable goal for pass rates and identify any applicable performance benchmarks set by regulatory agencies.

N/A

List any related recommendations.

N/A

Academic Program Review: (4) Assessment of Student Learning Outcomes (SLO's) First Submission: Version by Phillips, Jasmine on 10/05/2022 19:30

Provide a copy of your alignment grid, which shows how course, program, and institutional learning outcomes are aligned.

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>
SLO-PLO-ILO ALIGNMENT NOTES: 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. 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.							
PLOs							PLO to ILO Alignment (Mark with an X)
							1 2 3 4
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.							X X X X
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.							X X X X
PLO #3 Interdependence Students will develop interdependence and employ strategies for establishing effective and supportive relationships within diverse college and community environments.							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
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.					X X		X X X X
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.					X X		
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.							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.							
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		

Provide a timeline for your course and program level SLO assessments.

SLO Timeline Worksheet (2021 - 2024)																	
Division: FACH			Program: Human Development						Program Review Year: 2022								
<p>Directions: Use this worksheet to enter the existing assessment timelines for 2020 and distribute assessments for each SLO/PLO statement over the next four-year timeline (2021-2024). 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 Chair by <u>June 12, 2020</u>. Chairs are responsible for making sure the information is complete and e-mailing an electronic copy of this Timeline Worksheet document (in Word or PDF format) to the SLO Coordinator sjohnson@compton by <u>June 15, 2020</u>. Once received by the SLO Coordinator, this information will be input into Nuventive.</p>																	

Course and SLO #	Note if offered only in FA/SU/SP	SP 2020	SU 2020	FA 2020	SP 2021	SU 2021	FA 2021	SP 2022	SU 2022	FA 2022	SP 2023	SU 2023	FA 2023	SP 2024	SU 2024	FA 2024
PLO #1 need to create																
PLO #2 plo's																
PLO #3																
HDEV 110 - SLO #1					X						X			X		
HDEV 110 - SLO #2					X						X			X		
HDEV 110 - SLO #3					X						X			X		
HDEV 115 - SLO #1				X			X						X			
HDEV 115 - SLO #2				X			X						X			
HDEV 115 - SLO #3				X			X						X			
HDEV 107 - SLO #1				X			X				X					X
HDEV 107 - SLO #2				X			X				X					X
HDEV 107 - SLO #3				X			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						X			X		
HDEV 101 - SLO #2					X						X			X		
HDEV 101 - SLO #3					X						X			X		

State the percent of course and program SLO statements that have been assessed.

Percent of Course and Program SLOs assessed

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

Summarize the SLO and PLO assessment results over the past four years and describe how an analysis of those results led to improved student learning. Analyze and describe those changes. Provide specific examples.

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 assessment results.

Continuous engagement in assessment has led HDEV to make improvements in curriculum, student learning, pedagogical practices and in the SLO assessment process. Compton College's HDEV Department hosts an annual faculty "retreat" which was canceled due to COVID and we are looking to restart this opportunity for professional development and continuity in our department. Both full and part-time faculty have attended in the past. 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. Furthermore the next step for these retreats is to create the Human Development repository to share faculty resources and SLO information with all HDEV faculty.

List any related recommendations.

Based on this information, it is recommended that the HDEV retreats start up again and that the Human Development repository move forward with sharing resources to HDEV faculty.

Academic Program Review: (5) Analysis of Student Feedback Final Submission: Version by Phillips, Jasmine on 10/05/2022 19:36

Describe the results of the student survey in the area of student support.

During Fall 2021 Survey Report, as part of the program review cycle the department assessed student survey to weigh in student outcomes in HDEV department. The survey included 16 students who were questioned about HDEV courses and here is what we found out. There were 16 responses to this survey, and virtually all of them came from HDEV 110. Seven (7) of the questions asked in this survey were direct references about taking the Human Development courses.

The survey's Q2 asked students what their major is and we had 7% that replied Human Development as their major. This was interesting because we do not have a human development

AA degree program or a transfer partnership with CSUs. But it is great that the department can possibly consider developing it. There are no plans for it at this point but something to look into the future.

On question four was a section on when students prefer the best time to take human development courses and it had four options. The times are morning 8:00-11:00am, evening (after 5:00pm), midday (11:01am - 2:00pm), and afternoon (2:01 -5:00pm). The department has worked to follow the time slots preferred by students and we have courses throughout the day as well as online offerings. For the morning, 44% of students prefer morning time and we as a department have majority of our courses in the morning. 25% of students prefer midday, 19% of students prefer evening and 13% in the afternoon.

One of the areas that we have seen a growth since our last program review is that Covid happened and so all of the courses was online and or using zoom with Canvas. We noticed that students have now preferred online courses by 63% and 38% in hybrid (some in-person combined with online) courses. We have four course selection currently for online and we do not have any hybrid courses.

One one of the questions asked if the online HDEV course workload is the same as in-person and the results indicated that all 100% of students believed the workload is the same.

When asked why students are taking Human development is 47% general education, 33% major, 13% other and 7% personal enrichment. Lastly, Using assignments and examination given in human development courses, which skills are essentials to succeed in these classes? 67% of students stated Reading for learning and comprehension, 67% of students indicated note-taking strategies, 47% critical thinking techniques, 27% of students indicated test anxiety management, 27% of study groups and 13% other.

One of the satisfactory results were asked students, how many campus courses they have taken in Human Development. The results are 53% took at least one of the HDEV course, none of human development course is 33%, 7% two courses and 7% taking three courses in the human development courses.

Describe the results of the student survey in the area of curriculum.

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.

Students feel 53% somewhat more knowledgeable, 40% much more knowledgeable after taking human development courses. That's a total of 93% of adding more knowledge after taking human development courses. That's very positive for the HDEV department.

Describe the results of the student survey in the area of facilities, equipment and technology.

We do not have any questions regarding in the areas of facilities, equipment and technology in the student survey. However, since Covid, the college has provided laptops and hot spots to students. As of Fall 2022, Compton College has implemented 60% of classes for in-person. In the Human Development classes, we are in the new building Instructional Building 1 in room 202, computer lab, which is a smart classroom.

Anecdotally, students are appreciating the classrooms because there is a computers for them to use and the overhead projector with the screen is big enough to see during lectures and it is focused properly.

All students at Compton College have an email with us and can use their email on Banner and have Microsoft 365 Office to have all of the technology they need and we all use Canvas even in the in-person classes.

Describe the results of the student survey in the area of program objectives.

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.

Therefore, looking at the student survey, HDEV department sees the results as a positive outlook for the future. We are pleased to see that students feel connected with faculty and that the content being taught is crucial in their learning experience. Moreover, these past two years with the Covid lockdowns, we lost students and our priority is to grow the department by having additional FTES in our classes.

Discuss the implications of the survey results for the program.

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.

Discuss the results of other relevant surveys (if applicable).

N/A

List any related recommendations

N/A

Academic Program Review: (6) Facilities and Equipment First Submission: Version by **Phillips, Jasmine** on **09/28/2022 20:33**

Describe and assess the existing program facilities and equipment.

The current facilities and equipment are supporting the Human Development program as we have just moved into the Instructional Building 1 and the classrooms that we teach in are up to date with approximately 30 computers. There presently is no need for more equipment as the equipment is new and the software is up to date and well maintained.

Explain the immediate (1-2 years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

Presently, the only equipment needs for the Human Development program is to maintain the computers that are in Instructional Building 1. This is necessary as we use the computers in class daily with our students. I do not believe that there is a present cost for this as the computers are brand new and maintained by the IT department.

Explain the long-range (2-4+ years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

The Human Development department sees no 2-4+ year needs related to facilities and equipment.

List any related recommendations.

Therefore, the only recommendation that can be made regarding this area is to maintain the computers in the Instructional Building.

Academic Program Review: (7) Technology and Software Final Submission: Version by **Phillips, Jasmine** on **10/05/2022 19:35**

Describe and assess the adequacy and currency of the technology and software used by the program.

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.

We have a robust DEAC Committee and Faculty with the Director of Distance Education, we make yearly decisions on seeing what key technology/software we need at Compton College.

As of Fall 2022, Honorlock is one of our newest software we have training on Canvas. With Covid lockdowns, we as faculty, had to make sure we train and receive our DE Certification.

Now, that we are back on campus, the DEAC department recommends using @ONE training/workshops. These courses include:

- @ONE Introduction to Asynchronous Online Teaching and Learning (<https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fonlinenetworkofeducators.org%2Fcourse-cards%2Fintroduction-to-online-teaching-and-learning%2F&data=05%7C01>)

- %7C%7Cf0ce197c4dc40f9791d08da9d91b65f%7C32216a842b6441ed8eb1242e9c2685c1%7C0%7C0%7C637995546407692933%7CUnknown%7CTWfPbGZsb3d8eyJWlJoiMC4wLjAwMDAilCJQlJoiV2luMzIiLlC.%3D%7C3000%7C%7C7C&sdata=SG2ikda0Zix%2Bo%2FAINMNAmcYqcnvSNFMyI8JDb%2Fe944%3D&reserved=0)

 - @ONE Introduction to Teaching with Canvas (<https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fonlinenetworkofeducators.org%2Fcourse-cards%2Finroduction-to-teaching-with-canvas%2F&data=05%7C01%7C%7Cf0ce197c4dc40f9791d08da9d91b65f%7C32216a842b6441ed8eb1242e9c2685c1%7C0%7C0%7C637995546407692933%7CUnknown%7CTWfPbGZsb3d8eyJWlJoiMC4wLjAwMDAilCJQlJoiV2luMzIiLlC.%3D%7C3000%7C%7C7C&sdata=oLk1omNg0Ru57qCSwrlVcnae2FOGUUICFRBgTq20%2F4%3D&reserved=0>)
 - @ONE Creating Accessible Course Content (<https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fonlinenetworkofeducators.org%2Fcourse-cards%2Fcreating-accessible-course-content%2F&data=05%7C01%7C%7Cf0ce197c4dc40f9791d08da9d91b65f%7C32216a842b6441ed8eb1242e9c2685c1%7C0%7C0%7C637995546407692933%7CUnknown%7CTWfPbGZsb3d8eyJWlJoiMC4wLjAwMDAilCJQlJoiV2luMzIiLlC.%3D%7C3000%7C%7C7C&sdata=F%2BivthkDLu%2F%2Bm4l%2FgReux3Zi6PD0i2jETZ0Jf8j2u0%3D&reserved=0>)
 - Canvas Demonstration completed by the Faculty Course Review Committee

Both full-time HDEV Faculty have taken all three courses and have demonstrated the Canvas Shell to get the DE Certification.

Explain the immediate (1-2 years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

Faculty use the technology in the new building Instructional Building 1 has smart technology classroom. 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.

Explain the long-range (2-4+ years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

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, eLumen and reports, and other departmental information.

List any related recommendations.

HDEV department believes that all full time and part time faculty should continue to take any online technology that can improve in their teaching. We would like to see more courses being offered online because students prefer the online platform and that's the current marketplace.

Academic Program Review: (8) Staffing First Submission: Version by Phillips, Jasmine on 09/28/2022 20:33

Describe the program's current staffing, including faculty, administration, and classified staff.

Presently, there are two full-time Human Development faculty members and no other staff associated with this program.

Explain and justify the program's staffing needs in the immediate (1-2 years) and long-term (2-4+ years). Provide cost estimates and explain how the position/s will help the program better meet its goals.

Currently, there isn't a need for expanding the programming and staff needs in the immediate (1-2) years and long-term (2-4+ years.) Therefore, no cost estimate or explanation is necessary as our current staffing is meeting the needs of the program.

List any related recommendations.

It is recommended that the current staffing be maintained as it presently meets the needs of the institution. No recommendation for funding is necessary at this time.

Academic Program Review: (9) Direction and Vision Final Submission: Version by Phillips, Jasmine on 10/05/2022 19:35

Describe relevant changes within the academic field/industry. How will these changes impact the program in the next four years?

The future direction of the Human Development department will focus on two areas: bringing back HDEV retreats for faculty and collaborating with campus programs and initiatives to increase student success and retention at Compton College.

Explain the direction and vision of the program and how you plan to achieve it.

The HDEV 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.

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.

List any related recommendations.

Human Development Department used to hold yearly retreats to share with one another of upcoming significant issues regarding the department as well as showing best practices. Proposed Cost \$1500.00. But since the lockdowns, the department has not formed its meetings. We would like to reboot our meetings back to have our HDEV retreats.

Academic Program Review: (10) Prioritized Recommendations First Submission: Version by Phillips, Jasmine on 10/05/2022 19:33

Provide a single, prioritized list of recommendations and needs for your program/department (drawn from your recommendations in sections 2-8). Include cost estimates and list the college strategic initiative that supports each recommendation.

There are two areas HDEV department wants to look into: increase additional sections for HDEV courses and having HDEV retreats for best practices.

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.

HDEV full time faculty will bring back 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. We can also introduce the Human Development Repository at the next retreat.