

El Camino Community College

PROGRAM REVIEW 2022-23

BEHAVIORAL AND SOCIAL SCIENCES

HUMAN DEVELOPMENT



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TABLE OF CONTENTS

Contents

SECTION 1 Program Overview	3
SECTION 2 Program Assessment.....	21
Program Contribution to Student Success and Equity.....	21
Curriculum and Outcomes Assessment	26
SECTION 3 Program Vision and Future Planning	37
Program Vision.....	37
Future Planning.....	38
Program Resources	39

SECTION 1 Program Overview

A) Provide an abstract of what your program does, who you serve, your previous successes, and where your program is moving in the next four years. Highlight the most interesting, compelling aspects of your program – your recent achievements and needs.

The Human Development (HDEV) program has been in existence since 1977 and is a community of faculty dedicated to excellence in teaching and learning. Through active learning and critical thinking, students in HDEV courses learn to apply cognitive, psychological, social, and physical factors to enhance their success in college, work, and life. One of the most significant events in the history of the Human Development program was its transition to the Division of Behavioral and Social Sciences. The department was initially placed in the Instructional Services Unit and then moved to the Humanities Division. It was deemed appropriate that Human Development be housed in an academic division because of the department's focus on curriculum and instruction. After a brief time in the Humanities Division, it was determined that the interdisciplinary orientation and curriculum of Human Development were more closely aligned with the departments of Psychology, Sociology and Education in the Behavioral and Social Sciences Division. Thus, the department moved to the Behavioral and Social Sciences (BSS) Division.

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

The department's faculty have expertise in educational psychology, learning theory, and in the development of learning, both conceptually and as expressed in innovative practice. This expertise guides the department's curricular focus. 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 develop an internal locus of control for their outcomes and experiences, apply the self-motivation required to articulate goals, master self-management to make wise choices to progress toward their goals, employ interdependence to establish mutually supportive relationships, gain self-awareness related to the choices which facilitate or hinder

their progress toward their goals, adopt lifelong learning habits to learn from experience, develop emotional intelligence in order to maintain focus despite the challenges of strong emotions, and believe themselves as capable of reaching their goals. This holistic approach to learning in Human Development courses has been proven to significantly enhance student success and retention and to reflect the demands of diverse work contexts.

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

Innovation, Collaboration, and Leadership

Innovation, collaboration, and leadership best describe the direction of the department's growth and expansion. For example, HDEV 101 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 department has a long history of collaboration with Counseling, First-Year Experience (FYE), Extended Opportunity Programs & Services (EOPS), Basic Skills, Project Success, Puente, and academic departments such as English and Math. The department has been able to expand and create links with accelerated English courses. The department has also created innovative learning communities with other disciplines in the Behavioral and Social Sciences Division, including History, Psychology, and Sociology.

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

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

Mission Statement

The mission of the Human Development department is to provide academically rigorous learning experiences that engage students to become active learners who understand the role of personal responsibility and choice in determining outcomes for success in college, careers, and life. A focus of the program is to support campus equity efforts through academic learning communities and courses that provide disproportionately impacted students with skills and strategies to achieve success in college, work, 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.

Curriculum Supports the Pillars of Guided Pathways

Human Development curriculum supports the four pillars of Guided Pathways by assisting students with clarifying the path, entering the path, staying on the path, and ensuring learning. Students master the qualities necessary for college success, educational and transfer planning, and workforce preparedness. Through equity-minded pedagogy, HDEV courses require students to develop success-oriented soft skills, explore academic programs and careers, and develop comprehensive educational plans. Program research confirms that HDEV courses streamline students' progression to their educational, career, and workforce readiness goals. Three-unit HDEV courses (HDEV 110 Strategies for Creating Success in College, Work, and Life, HDEV 110 Honors, and HDEV 115 Career Development Across the Lifespan) are transferable to UC and CSU and meet ECC and CSU general education requirements. HDEV's one-unit courses (HDEV 101 Orientation to College and Educational Planning, HDEV 105 Career and Life Planning, and HDEV 107 Navigating the Transfer Process) transfer to the CSUs. The department also offers three noncredit courses and two related certificates. Noncredit courses are NHDV 101 Introduction to Orientation to College and Educational Planning, NHDV 105 Introduction to Career and Life Planning, and NHDV 107 Introduction to Navigating the Transfer Process. Noncredit certificates of completion are Transition to College and Career and Transition to College Success. These are recommended for ESL students, students returning to college, adults in career transition, and students who want to gain information and build skills in these areas. All courses in the department address the four pillars of Guided Pathways: clarify the path, enter the path, stay on the path, and ensure learning.

Program Strengths

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

The overarching outcomes of the department are that students:

- Master proven success strategies for creating personal and professional success in college and in life;
- Accept personal responsibility for their academic, career, and personal outcomes and experiences;
- Gain self-awareness of inner beliefs and attitudes and how these lead to behaviors and life outcomes;
- Master self-management to take purposeful action in pursuit of their goals;
- Employ interdependence and cultivate mutually supportive relationships; and,
- Develop a comprehensive plan for achieving their educational, career, and life goals.

A primary strength of the HDEV program is the success of learning communities created with programs such as FYE, EOPS, Puente, Project Success, SRC, MyPath, and academic

departments such as English, Math, History, Psychology, and Sociology. The sense of connection developed through a learning community fosters interdependence and increases students' self-efficacy and motivation.

Enrollment and Demographics

Since inception, the department has been on a growth trend. Across the department's nearly 1,600 students, demographics are consistent with ECC demographics, with HDEV's highest enrollments by African American (15%) and Latino (41%) students. The educational goal of most HDEV students is to transfer to a four-year institution.

HDEV Success Rates are Higher than College Success Rates

As noted above, Human Development's enrollment is consistently high for African American and Latino students. Over the past four years, HDEV's success rates were consistently higher than ECC institutional success rates. HDEV's 4-year success rate was 2% higher than the College's 4-year average success rate. African American students taking HDEV courses had a 4-year average success rate that was 5% higher than success rates for African American students campus wide. Hispanic students taking HDEV courses had a 4-year average success rate that was 6% higher than Hispanic students campus wide.

HDEV 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. Higher success rates for African American and Hispanic students taking HDEV classes shows the positive impact that HDEV courses, pedagogy, and curriculum can make for these student populations.

Note: The source for data and terminology (i.e. Hispanic) used is the IR Dashboard.

Supporting Student Success Through Addressing Equity

The department is committed to supporting student success and addressing the College's equity goals. Faculty collaborate across campus to develop instructional programs and learning communities that support equity and student success. Department courses are linked with academic programs, as well as with student support and equity-focused programs. Instruction focuses on student learning outcomes that require students' critical thinking and active engagement with services and programs essential to their success.

HDEV's Unique Contribution to the Community

A unique feature of the Human Development program is the focus on learning through service. Through this high-impact pedagogical strategy, students integrate meaningful community service with academic objectives, critical reflection, and civic responsibility.

In typical program review cycles (four years), Human Development students contribute over 15,000 hours of service with more than 50 organizations in the local community, demonstrating the value of the Human Development program in helping ECC students be productive and engaged members of society. Due to Covid-19 restrictions, service learning was suspended in

Spring 2020. The department is committed to helping the College serve the community and plans to resume service learning once restrictions are lifted.

HDEV Student Learning Outcomes Related to College and Career Readiness

A past study of 1,000 El Camino students showed that students who completed HDEV courses experienced significant growth in relation to choices and behaviors necessary for college and career success (when compared to students who did not take HDEV courses).

In student surveys completed during this program review cycle, students overwhelmingly reported positive outcomes, including significant positive academic and personal growth through HDEV courses. After completing HDEV courses, students consider themselves active learners who demonstrate critical thinking and personal responsibility in determining outcomes for success in college and in preparation for their future careers. They reported improved academic skills, feeling supported and connected to the college, engaged with campus resources, and on a self-directed path toward their educational goals.

Students Served, Learning Communities, Contextualized Courses, and Links With Academic Departments

Enrollment in Human Development courses is consistently strong. Typically, Human Development courses have full rosters and waitlists. The department offers dedicated courses for FYE, Puente, Project Success, Special Resource Center, and district high schools. HDEV offerings have included dedicated sections for EOPS, Student Equity and Achievement (SEA) MyPath, LGBTQIA+ students, and the Career Advancement Academy, as well as contextualized courses for STEM majors, the Warrior/Toro program, international students, and Industry and Technology students.

A strength of the HDEV program is the success of learning communities created with academic departments such as English, Math, History, Psychology, and Sociology. These courses, taught by two or three different instructors who work collaboratively with a team of counselors, provide the same cohort of students with both academic challenge and social support. Linked courses provide a community of students with content-specific learning and the instructional support necessary for academic and personal growth. Integrated assignments aid students in mastering academic content by incorporating the department's data-driven principles for success (e.g., personal responsibility, self-management, and self-motivation) into the existing content of courses in other disciplines.

Future Direction: Growth in Equity-Minded Learning Communities, Dual Enrollment, Noncredit, and Service Learning Offerings

HDEV's future direction is grounded in the department's vision, mission, and goals for facilitating students' academic achievement, personal growth, and career readiness. Faculty have high standards for instruction stemming from best practices in teaching and learning. Maintaining high standards in instruction, academic rigor, and student achievement is critical to the department and to students' future success.

HDEV faculty recognize that the department is uniquely positioned to support the College's objectives to increase student achievement with equity-focused approaches. HDEV's curriculum addresses key components for student success in educational planning and career development. HDEV's collaboration with other campus programs and services directly addresses students' preparation for college and workplace success.

As such, the department is continually growing. To support future expansion, the department is directing future growth in four key areas: increasing equity-focused course offerings and learning communities, dual enrollment, noncredit offerings, and service learning.

Equity-Focused Learning Communities: The department offers multiple sections of equity focused courses each semester through MyPath and other specialized learning communities. Each semester, the department offers dedicated sections for Punte, Project Success, and SRC. In 2022, the department developed and offered ECC's first LGBTQIA+ learning community. In this learning community, students begin by taking HDEV 110 and PSY 101 in fall semesters and then History 101 and PSY 119 in spring semesters, thus completing 12 transferable units as a cohort. Faculty work together to contextualize content in each course and schedule assignments and exams in linked classes in a way that facilitates student success and retention. The department recently developed a new course, Introduction to LGBTQ Studies, which will increase transferable course offerings for this learning community. The department plans to build on these efforts by developing additional learning communities through partnerships with campus programs and academic departments to support the College's equity and student success and retention efforts.

Dual Enrollment: The department is increasing dual enrollment offerings, which has previously been hindered by lack of faculty for staffing. Leuzinger High School, Da Vinci Extension, City Honors, and the California Academy of Math and Science have had HDEV dual enrollment courses in the past. The department plans to increase these offerings and will also offer dual enrollment courses through the Torrance Early College program. The department sees dual enrollment as a target area for growth because HDEV courses specifically orient high school students to college and ECC's campus resources, provide educational and career planning information, and help students develop the skills and strategies necessary for success in college.

Noncredit: The department recently created three noncredit courses and two certificates to address the College's goal to increase noncredit offerings and requests by Southern California Regional Occupational Center (SCROC) and the SouthBay Adult School (SBAS), as well as to create a pathway to enrollment in credit courses at ECC. These courses and certificates are now available for enrollment. The department sees noncredit offerings as a growth area in the future because course content focuses on college success, educational planning, career readiness, and skills for success in the workplace.

Service Learning: The department was one of the first at ECC to create service learning opportunities for students. Service learning is a high-impact teaching practice in which curriculum, instruction, and community work are integrated, giving students transformative, real-world experiences while providing a tangible benefit to community organizations. Since inception, the department's service learning program has grown to include partnerships with

over 50 community organizations. Students in HDEV typically contribute over 5,000 hours per year to these organizations through the department's curricular integration of course content and experiential learning. Primary objectives of HDEV's service learning initiatives are to: 1) engage students in at least one community service learning experience prior to graduation, 2) offer a continuum of community service opportunities in HDEV classes, and 3) support the involvement of community partners with students in service learning.

Program Needs: Staffing

During this program review cycle, the department's full-time faculty has been reduced by half, from 3 FT faculty members to 1.5 FT faculty members, leaving the department with a FT / PT ratio of 33% FT / 67% PT. One faculty member is on 50% early retirement, and another was transferred to another BSS department in need of her content expertise.

The department needs two new tenure-track positions. One new position is needed to support the department's growth in noncredit and dual enrollment courses, and to coordinate service learning initiatives and teach new courses. The second position is needed to fill the anticipated retirement position so that the department can continue to support the College's goals for student success through its robust array of learning communities, linked and contextualized courses, and transferable courses.

The department has requested a faculty position for the past three years in its annual program plans. In 2022, the College's Faculty Position Identification Committee ranked Human Development's staffing need as number 15 college wide. Twenty positions were hired across the campus, including 7 in Behavioral and Social Sciences, but HDEV did not receive a position. However, the department did get a full-time temporary position for the Spring 2023 semester to fill in for the 50% retirement faculty vacancy in that semester. Given the department's staff reduction coupled with its growth in dual enrollment, noncredit, service learning, and equity-focused learning communities (all areas important to the College's goals), the department's most pressing need is for two full-time, tenure-track faculty positions.

B) Describe the degrees and/or certificates offered by the program. Consider addressing what makes your program unique to the college and region.

Although the department does not offer degrees, Human Development courses and certificates are central to students' progress toward their educational goals, whether for associate degrees or transfer. All Human Development courses include educational planning, and the primary college success and career preparedness principles that underlie HDEV curriculum align with the Department of Labor Secretary's Commission on Achieving Necessary Skills (SCANS) report. The SCANS report states that employers across the nation cite the basic competencies that HDEV courses teach as critical to college graduates' success in contributing to a high performance economy characterized by a highly skilled workforce (Downing, 2017). These competencies, infused through the HDEV curriculum, include communication, collaboration and teamwork, critical thinking and problem solving, lifelong learning and career skills, diversity awareness and respect, and learning and innovation. Thus, HDEV courses are a key factor in students' academic and personal development and preparation for success in college, work, and life.

There are six transferable credit courses in the program, two noncredit certificates, 3 noncredit courses, and 2 courses currently under development. In all courses, student learning outcomes address competencies and preparation for students' success in college, work, and life.

Courses Offered:

HDEV's credit, transferable courses are:

Courses that transfer to the CSUs and UCs:

HDEV 110 Strategies for Creating Success in College, Work and Life
HDEV 110H Strategies for Creating Success in College, Work and Life Honors
HDEV 115 Career Development Across the Lifespan

Courses that transfer to the CSUs:

HDEV 101 Orientation to College and Educational Planning
HDEV 105 Career and Life Planning
HDEV 107 Navigating the Transfer Process

Noncredit Courses:

NHDV 101 Introduction to Orientation to College and Educational Planning
NHDV 105 Introduction to Career and Life Planning
NHDV 107 Introduction to Navigating the Transfer Process

Noncredit Certificates of Completion:

Transition to College Success
Transition to College and Career

Contextualized Courses: (Courses contextualized to address specific student needs in particular majors.)

Orientation to College and Educational Planning - for STEM majors
Orientation to College and Educational Planning - for International Students
Career and Life Planning - for Industry and Technology (Welding)
Strategies for Creating Success in College, Work, and Life (for LGBTQIA+ students)

Courses in Development: (for credit, transferable)

Introduction to LGBTQ Studies - submitted Spring 2023
Service Learning - planned submission is Spring 2023

All HDEV 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.

The eight success principles are:

Accepting personal responsibility

Discovering self-motivation

Mastering self-management

Employing interdependence

Gaining self-awareness

Adopting lifelong learning and critical thinking

Developing emotional intelligence

Believing in oneself

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 skills, and promoting an understanding and appreciation of learning.

Overview of Courses:

Human Development 101

Orientation to College and Educational Planning

1 unit; 1 hour lecture; credit, degree applicable, transfer CSU

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

Human Development 105

Career and Life Planning

1 unit; 1 hour lecture; credit, degree applicable, transfer CSU

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

Human Development 107

Navigating the Transfer Process

1 unit; 1 hour lecture; credit, degree applicable, transfer CSU

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

Human Development 110

Strategies for Creating Success in College, Work and Life

3 units; 3 hours lecture; credit, degree applicable, transfer CSU, UC

This course provides an exploration of cognitive, psychological, social and physical factors influencing success in college and in life. Topics include personal responsibility, critical thinking, motivation, self-efficacy, self-awareness, lifelong learning, self-management, health and wellness, interpersonal communication in a diverse world, and educational planning.

Human Development 110H

Strategies for Creating Success in College, Work and Life

3 units; 3 hours lecture; credit, degree applicable, transfer CSU, UC

This honors course, intended for students in the Honors Transfer Program, provides an exploration of cognitive, psychological, social and physical factors influencing success. Topics include personal responsibility, critical thinking, motivation, self-efficacy, lifelong learning, health and wellness, and interpersonal communication in a diverse world. Students will identify and utilize strategies and resources for success in college, careers, and life. This course is enriched through extensive, rigorous reading, writing, and research assignments.

Human Development 115

Career Development Across the Lifespan

3 units; 3 hours lecture; credit, degree applicable; transfer CSU

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

Noncredit Courses and Certificates:

NHDV 101 Introduction to College Success and Educational Planning

This course is designed to assist students in transitioning from noncredit to credit courses and introduces students to information, skills, and resources necessary for successful educational experiences. Topics include orientation to college, college readiness, student responsibility in a diverse college setting, learning styles and lifelong learning, goal setting for college and career, educational planning, study skills, time management, support networks, and college resources.

NHDV 105 Introduction to Career and Life Planning

This course is designed to assist students in transitioning from noncredit to credit courses and provides an introduction to career and life planning, including an exploration of core values, skills, personality traits, life stages and experiences. Topics include principles for career and life planning, strategies for decision-making, and job search techniques. Topics will also include career information research, including job descriptions, work environments, employment opportunities, educational requirements, and potential earnings.

NHDV 107 Introduction to Navigating the Transfer Process

This course is designed to assist students in transitioning from noncredit to credit courses and introduces students to the information and resources related to the university transfer process. Students will learn about the components of educational planning, strategies for identifying and investigating transfer options, and the steps involved in university transfer. Topics that will be introduced also include university admissions requirements, the application process, financial aid opportunities, housing considerations, and programs and services to support students in applying, transferring, and adjusting to the university environment.

Transition to College and Career Certificate of Completion

The Transition to College and Career Certificate of Completion is designed to assist students in transitioning from noncredit to credit courses, with the goal of orienting students to higher education options and the career planning process. Courses will focus on college readiness, educational planning, career exploration, and job search skills. The Certificate of Completion is granted after successful completion of NHDV 101 and NHDV 105.

Transition to College Success Certificate of Completion

The Transition to College Success Certificate of Completion is designed to assist students in transitioning from noncredit to credit courses, with the goal of orienting students to higher education options and the transfer process. Courses will focus on college readiness, educational planning, and the transfer process. The Certificate of Completion is granted after successful completion of NHDV 101 and NHDV 107.

Service Learning in HDEV

A unique feature of the Human Development program is the focus on learning through service. Through service learning projects and assignments, faculty create connections across the disciplines to help reinforce important concepts, address real-world problems, and foster a cohesive curriculum for students. Assignments incorporating service learning provide ongoing opportunities for students to build meaning and understanding as they develop content-related knowledge and skills through their work addressing social problems in the community. As one of the first departments on campus to implement service learning in classes, Human Development faculty provide mentorship to other departments and faculty seeking to incorporate service learning into courses. During Covid-19 restrictions, the department temporarily suspended service learning.

The department is in the process of developing a service learning course so that all El Camino College students have the opportunity to engage in experiential learning. This course may be offered as part of a learning community or taken independently to complement existing courses.

C) Explain how the program fulfills the college’s mission. Address the work your program is doing to help the college fulfill its stated mission.

The mission of El Camino College is to make a positive difference in people’s lives by providing comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities.

ECC’s Strategic Initiatives For 2020-2023	HDEV programs, curriculum, leadership, and collaborative efforts addressing ECC’s Strategic Initiatives
<p>Strategic Initiative A: Student Learning</p> <p>Support student learning using a variety of effective instructional methods, educational technologies, and college resources.</p>	<p>HDEV faculty are certified in Canvas and use the platform for online, hybrid, and in-person classes. Faculty utilize a variety of tools in Canvas to ensure learning for all students.</p> <p>HDEV faculty were early adopters of ECC Connect, and consistently use ECC Connect referrals, kudos, and progress reports each semester. Faculty utilize a variety of pedagogical tools to facilitate and support student learning. Examples include interactive lectures, discussions, team activities, group presentations, and service learning assignments.</p> <p>In addition, faculty support student learning through 1) campus collaboration, 2) use of technology and 3) professional development.</p> <p>1) Campus collaboration enhances instruction and enriches student learning through the following efforts:</p> <ul style="list-style-type: none"> • HDEV offers FYE learning communities, integrated assignments incorporating service learning, and linked classes with English, History, Sociology and Psychology, as well as innovative accelerated courses which incorporate contextualized learning. • HDEV offers dedicated sections for EOPS, Puente, Project Success, Special Resource Center, and district high schools (supporting the college’s goals to expand dual enrollment in response to AB 288: College and Career Access Pathways). • Faculty utilize the library and collaborate with Counseling, the Career Center, the Transfer Center, and the Industry and Technology division. • Faculty facilitate student interaction with Counseling, Transfer Center, Career Center, Campus Police, EOPS/CARE/CalWorks, First Year Experience, Special Resource Center, Puente, Project Success, SEA,

Black Student Success Center, LGBTQIA+ resources, Financial Aid, Scholarship Office, Honors Transfer Program, the Writing Center, and the Library and Learning Resources for course assignments and student referrals.

- HDEV faculty coordinate community engagement efforts. Each semester, at least 10 community leaders visit HDEV classes to recruit students to volunteer with nonprofit organizations through the department's service learning initiative.

2) Technology infused classrooms and instruction:

- HDEV 110 Honors will help students in the Honors Transfer Program to take appropriate honors courses and to reap the benefits for taking those courses when they apply to transfer (as the honors courses and titles will appear on assist.org and on the online UC application).
- Online, hybrid, and in-person classes utilize Canvas, smart classrooms, multi-media lectures, student presentations, Internet access to college and career planning websites, document cameras, personal response systems (clickers) and online polling, Pronto, and other technologies.
- Canvas, Team Sites, Eureka, Career Coach, Occupational Network Online, Salary Surfer, Career Cruising, and Google Drive sites are among a wide variety of educational and career resources used to enhance instruction and offer resources to support student success.

3) Faculty development enhances instruction focused on engaging students and promoting teaching excellence at departmental, campus and national levels:

- Faculty participate in the College's Impact training.
- Annual HDEV faculty meetings address equity-minded instruction and learning outcomes assessment.
- The department has designed a peer review process centered on best practices in teaching and student learning.
- Faculty participate in conferences for professional development.
- Department faculty provide campus wide leadership related to student engagement and learning. Examples include presenting numerous faculty development programs, workshops, and general session and breakout workshops at Professional Development days.

<p>Strategic Initiative B Student Success & Support</p> <p>Strengthen the quality of educational and support services to close equity gaps and empower student learning, success, and self-advocacy.</p>	<p>HDEV faculty promote engagement and student success through innovative, learner-centered instruction and collaboration with campus programs and services.</p> <p>HDEV curriculum and instruction focuses on creating active, responsible learners.</p> <ul style="list-style-type: none"> • 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 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. • Honors courses such as Human Development 110H help put the College in line with the best practices recommended by the Honors Transfer Council of California and can help ECC increase transfer rates, especially to prestigious universities like those in the UC system. HDEV 110H is offered every semester. • HDEV courses challenge students to build academic and social support networks. As a result, students successfully transition from awareness of services to engagement with them. Not only do students know about campus resources, they apply critical thinking by actively engaging with services and networking with campus service providers. • All HDEV credit courses are transferable to the UCs and/or CSUs. HDEV’s three 3-unit courses transfer to UC and meet general education requirements for CSU and the associate degree. • Student support programs (EOPS, FYE, Puente, Project Success) require HDEV courses, citing them as critical to students’ academic and personal growth and success. <p>Collaboration to close equity gaps and support student success: HDEV faculty work closely with several student support services to close equity gaps, enhance student learning, and support college completion.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Faculty address equity gaps by creating culturally sensitive and equity-minded learning communities. In fall 2022, HDEV created a learning community for LGBTQIA+ students.
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	<ul style="list-style-type: none"> • Each semester, the department offers dedicated sections for Project Success, creating a learning community designed to address equity goals. • MyPath sections of HDEV courses are offered every semester. • HDEV collaborated with the International Student Program (ISP) to provide contextualized learning for international students in a dedicated section of HDEV 101. ISP offers quality, comprehensive programs and services to their students from 65 different countries to help them earn associate's degrees and transfer. • Faculty utilize ECC Connect to help student services support students succeed in their educational goals. • HDEV maintains ongoing collaboration with colleagues, programs, and initiatives including EOPS, FYE, Puente, Project Success, and SRC. • Faculty participate in New Student Welcome Day, College Night, and Career and Major Fairs. • Faculty collaborate with library staff to operate a textbook loan program for HDEV 101 students, allowing the department to enhance the rigor and demands of the course while minimizing the financial impact on students. The program has been in effect since 2007, supporting more than 300 students per year. • HDEV's full-time faculty mentor part-time faculty seeking to implement service learning and active learning strategies that enhance student responsibility.
<p>Strategic Initiative C: Collaboration</p> <p>Maintain an effective process of collaboration and collegial consultation with regard to planning, budgeting, implementation and evaluation of college programs and processes.</p>	<p>Collaboration is a cornerstone of the department, and faculty engage in a wide variety of campus committees and student success initiatives.</p> <p>Recent HDEV faculty leadership roles and committee involvement demonstrate the value for collaboration among programs, across disciplines, and with college areas.</p> <ul style="list-style-type: none"> • Academic Senate • Career Center Community Advisory • Division Curriculum Committee • Division Council • Division SLO Committee • Faculty search committees • Club advisor: GSA, International Student Club • Honors Transfer Program • EER for search committees

	<p>HDEV maintains consistent collaboration with student services programs so that all students experience comprehensive student support. All HDEV courses address educational planning and connect students with campus programs and resources. MyPath and LGBTQIA+ dedicated sections of HDEV courses have embedded counselors.</p>
<p>Strategic Initiative D: Community Responsiveness</p> <p>Support transfer and workforce preparedness, as well as community well-being, through the development of strategic partnerships with schools, colleges, universities, businesses, and community-based organizations.</p>	<p>All HDEV courses teach soft skills associated with success in college and in the workplace.</p> <p>HDEV offers dual enrollment sections with local school districts.</p> <p><u>In the Community:</u></p> <ul style="list-style-type: none"> • Service Learning – Faculty collaborate with more than 50 community organizations to provide more than 5,000 hours of service per year, impacting the community in the following areas: hunger, homelessness, children, education, elder care, animals, environment, and health. Modeling the college’s commitment to community responsiveness, HDEV faculty join students as volunteers in the community. • Faculty collaborate with South Bay Adult School to offer on-site HDEV courses. <p><u>Curriculum Based:</u></p> <ul style="list-style-type: none"> • Faculty collaborate with Industry and Technology to contextualize HDEV 105: Career and Life Planning course for the Career Advancement Academy (CAA) for welding, HVAC, and automotive students. • Faculty collaborate with Industry and Technology to contextualize HDEV 105: Career and Life Planning. • Faculty collaborate with the Natural Sciences Division to contextualize HDEV courses for STEM majors. • Course SLOs address soft skills identified by the Bureau of Labor Statistics as critical to the future workforce.
<p>Strategic Initiative E: Institutional Effectiveness</p> <p>Strengthen processes, program, and services through the effective and efficient use of assessment, program review, planning and resource allocation.</p>	<p>HDEV participates in program review and annual program planning and analyzes data to inform decisions and recommendations.</p>

<p>Strategic Initiative F: Modernization</p> <p>Enhance infrastructure, services, and resources related to facilities and technologies to maintain a highly flexible learning and working environment.</p>	<p>HDEV faculty utilize campus technology, resources, and safety plans to enhance student learning and cultivate a positive learning environment.</p> <ul style="list-style-type: none"> • Faculty utilize the library, computer labs, and campus resources such as the Career Center, Transfer Center, Writing Center, Honors Transfer Program, the SEA Village, Social Justice Center, Black Student Success Center, EOPS, Financial Aid, and other programs and services that rely on access to current technology to effectively serve students. • HDEV faculty collaborate with the Student Health Center and Campus Police to increase student awareness of health, wellness, and safety on campus.
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D) Discuss the status of recommendations from your previous program review. In the “Notes/Comments” section, please discuss the known impact of a completed recommendation or the rationale for active, on hold, and/or abandoned recommendations.

1. Recommendation: Develop a service learning course.

Status: Active

Notes/Comments: A service learning course will offer opportunities for students in HDEV and other disciplines to earn transferable credit while engaging in experiential learning. This course will advance the College’s goal that students’ academic experience facilitates their growth as responsible, engaged members of society. The course will include the appropriate content and rigor to meet the demands of a CSU and UC transferable course. Student survey results indicate high demand for a service learning course. This course would offer expanded volunteering opportunities, facilitate student development of effective workplace and interpersonal skills (i.e. effective communication, teamwork, leadership, etc.), and foster civic engagement. Students could earn transferable units. Offering this course will advance the College’s goal of meeting statewide recommendations for students’ career and workplace readiness.

2. Recommendation: Add sections of HDEV courses and new learning communities.

Status: Active

Notes/Comments: HDEV added sections and created a new LGBTQIA+ learning community. HDEV continually supports the College in achieving student success and equity goals by increasing curricular offerings in orientation, educational planning, and career development, as well as through new, innovative learning communities designed to increase student achievement. Continually 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.

3. Recommendation: Add a computer lab with at least 50 workstations.

Status: Active

Notes/Comments: The HDEV program is growing and proposes adding sections of existing courses as well as adding new courses. HDEV courses require that students complete assignments

related to college orientation, educational planning and career readiness, all of which require online access. The websites and resources students must utilize are complex and class instruction is critical to student success. Because access to campus computer labs is limited, the department needs a lab in order to accomplish student learning objectives in HDEV courses.

4. Recommendation: Hire Faculty

Status: Active

Notes/Comments: Since 2018-19, the department has been reduced from 4 to 1.5 faculty members, dropping the FT/PT ratio to 32/68% and making new hires critical. HDEV is a unique, interdisciplinary department and it is difficult to find qualified part-time instructors with both the necessary expertise and teaching experience. The multifaceted approach in HDEV courses facilitates students' academic and personal growth and requires instructors to have a specialized background with interdisciplinary, theoretical curriculum, and equity-minded pedagogical expertise. Although some ECC Counselors have been hired as adjunct instructors, their availability to teach is limited.

With only 1.5 full-time faculty members, this complex program requires an additional faculty member to support, develop, and oversee collaborations with a wide and growing number of programs across campus. The department is increasingly offering contextualized courses in collaboration with campus programs, including First Year Experience, the Honors Transfer Program, MyPATH, Puente, Project Success, MESA, the Warrior/Toro program, the International Student Program, the Transfer Center, the Student Resource Center, LGBTQ+ links, and Dual Enrollment. HDEV classes are also linked with classes in other academic departments, such as Mathematics, English, and Psychology. In anticipation of the impending retirement, a faculty position is needed to ensure the continuity and continued expansion of these collaborations, HDEV's growth in equity-focused courses, and to properly mentor the department's 19 adjunct faculty so they can accommodate the specific needs of each program.

A second full-time position is needed to support growth in noncredit, dual enrollment, and service learning. The department is growing its dual enrollment and noncredit course offerings. The department has three new noncredit courses and two new noncredit certificates. Faculty leadership is needed to work with the noncredit office on developing relationships with local adult schools that have expressed interest in offering the noncredit courses on their campuses. Service learning initiatives and courses require a significant amount of interaction with community organizations, as well as planning and coordination that goes far beyond normal classroom instruction. A faculty position is needed to coordinate, organize, and oversee service-related programming and service delivery, and to coordinate programs, events, and activities that develop a culture of community involvement and giving throughout the department.

As with all campus programs, these 1.5 faculty members must revise curriculum, search for and evaluate adjuncts, conduct program and annual reviews, and represent the department on division and college committees. Notably, 1.5 FT faculty must evaluate and mentor 19 adjunct faculty members. New faculty positions are necessary to support the continued growth and expansion of the HDEV program.

SECTION 2 Program Assessment

Program Contribution to Student Success and Equity

For the program under review, examine the following data for the last four years by: o

Disaggregating by race/ethnicity, gender, and age where possible.

- o Discussing internal and external factors contributing to constant, increasing or decreasing trends.
- o Discuss any known barriers to student success in your program. o
- o Highlighting equity gaps found among different groups of students. o
- o Present and discuss possible action plans about what could be done to address equity and achievement/opportunity gaps.

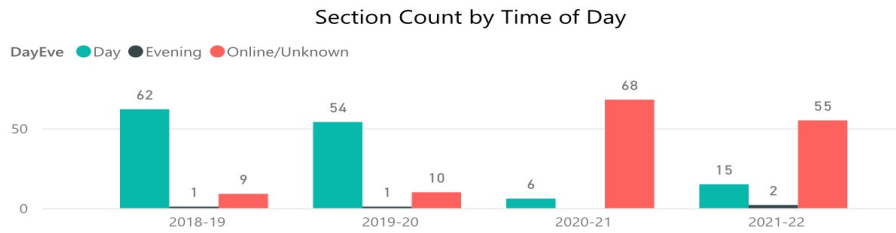
Demographic and Enrollment Characteristics

The charts in the next section highlight demographic features of HDEV student enrollment in fall and spring semesters during this program review cycle. Key points include:

- HDEV has higher female student enrollments than male student enrollments. This is consistent with the College's enrollments.
- The Department has ethnically diverse student enrollment. Like the College, the majority of students in HDEV are Latino and African American.
- The percentage of African American students in HDEV courses is consistently higher than the percentage of African American students in the College.
- The percentage of Latino students in HDEV courses is consistently higher than the percentage of Latino students in the College.
- The African American and Latino enrollment numbers noted above are significant because HDEV success and retention rates are consistently higher than the College's. Thus, HDEV plays an important role in addressing equity issues.
- Approximately 51% students taking HDEV courses are between the ages of 17-19, 26% are between 20-24, and the remaining students represent a wide range of ages.
- Just under 60% of students are part-time and 41% are full-time students in HDEV courses.
- Roughly 15% of HDEV students are undecided about their educational goals, which is lower than the percent of undecided students in the College.

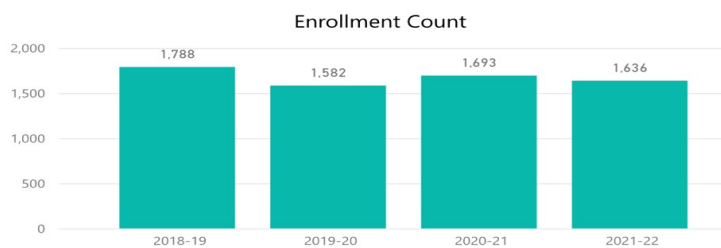
a) *Scheduling of courses: Percentage of students enrolled in day/evening courses, on campus/online/hybrid courses, days of the week.*

The charts and information on following pages provide information on HDEV enrollment.



HDEV experienced a significant increase in online course offerings due to the pandemic.

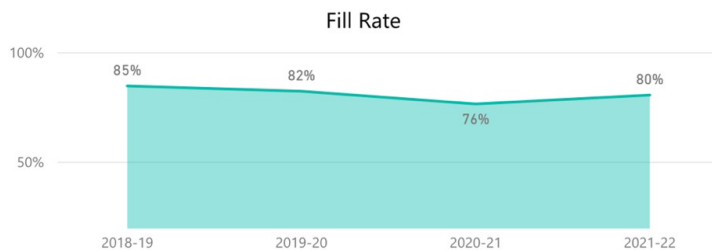
b) Fill rate: Percentage of actual students enrolled in a term in relation to total seats offered



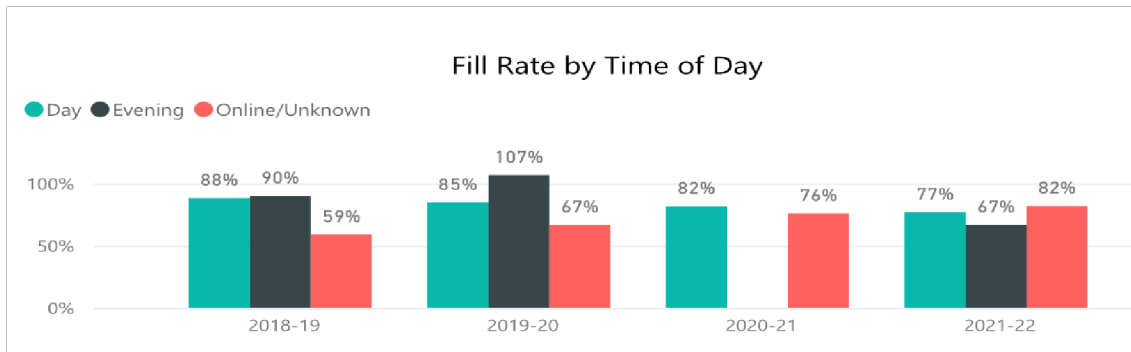
Enrollment in HDEV courses has been high despite a slight decline in 2019-2020 which is likely due to Covid-19 in 2020. The department expects enrollment to increase in future semesters.



The number of HDEV course sections offered has been consistent other than a slight decline in 2019-2020, which is likely due to the onset of Covid-19 in Spring 2020.

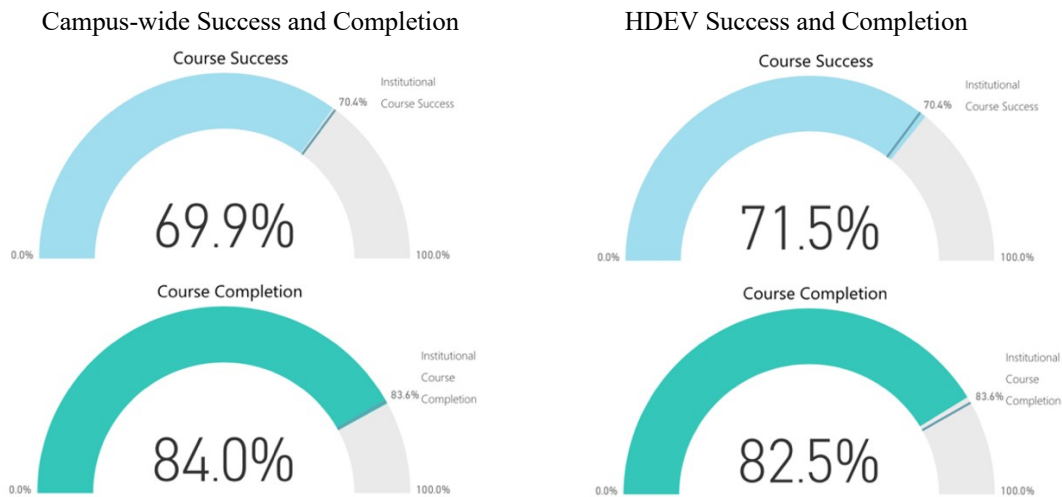


The 4-year average fill rate for HDEV courses is 81%. Fill rates declined the most in 2020-21.



Fill rates for evening classes were high from 2018-2020. No evening classes were offered in 2020-21 because of Covid-19. Fill rates for evening classes in 2021-22 were lower than previous years. Faculty believe this is due to the pandemic and the increased availability of online offerings. Students who work during the day have more choices for online HDEV courses rather than just evening classes. Online classes showed noticeable changes with fill rates increasing dramatically from 2018-19 through 2021-22.

Course Completion and Success Rates:



HDEV’s 2021-22 course success rates (71.5%) were higher than institutional success rates (69.9%) while HDEV’s course completion (82.5%) rates were slightly lower that institutional rates (84.0%).

Over 4 years, HDEV students had higher success rates than students campus-wide. The chart on the following page provides detailed information about HDEV’s success rates.

4-Year Comparison of Success Rates: All Students vs. HDEV Students

PR Year	Success Rates	HDEV Success Rates	HDEV Students' Higher Success Rates vs. All Students
	All Students Campus-Wide	All HDEV Students	All Students Campus-Wide vs. All HDEV Students
2021-22	69.9%	71.5%	HDEV +1.6%
2020-21	70.7%	72.1%	HDEV +1.4%
2019-20	76.6%	80.5%	HDEV +3.9%
2018-19	72.1%	72.9%	HDEV +0.8%
4-year average	72.3%	74.3%	4 yr average: HDEV = +1.9% (2%)
	All African American Students	HDEV African American Students	All African American Students vs. HDEV African American
2021-22	59.5%	66.4%	HDEV +6.9%
2020-21	59.4%	62.6%	HDEV +3.2%
2019-20	67.9%	76.4%	HDEV +8.5%
2018-19	62.7%	62.9%	HDEV +0.2%
4-year average	62.4%	67.0%	4 yr average: HDEV = +4.7% (5%)
	All African American Female vs Male	HDEV African American Female vs Male	All African American Female & Male vs. HDEV
2021-22	F 59.1% M 60.1%	F 69.7% M 61.3%	HDEV F +10.6% HDEV M +1.2%
2020-21	F 60.5% M 57.4%	F 62.0% M 64.1%	HDEV F +1.5% HDEV M +6.7%
2019-20	F 68.5% M 66.8%	F 72.5% M 83.3%	HDEV F +4.0% HDEV M +16.5%
2018-19	F 63.9% M 61.0%	F 68.5% M 55.2%	HDEV F +4.6% HDEV M -5.8%
4-year average	F=63% M=61.3%	F=68.17% M=65.9%	4 yr ave: HDEV F= +5.17% (5%) HDEV M= +4.65% (5%)
	All Hispanic Students	HDEV Hispanic Students	All Hispanic Students vs. HDEV
2021-22	68.0%	72.6%	HDEV +4.6%
2020-21	68.7%	74.4%	HDEV +5.7%
2019-20	75.0%	83.0%	HDEV +8.0%
2018-19	68.9%	74.4%	HDEV +5.5%
4-year average	70.2%	76.1%	4 yr average: HDEV = +5.95% (6%)
	All Female vs Male Hispanic Students	HDEV Female vs Male Hispanic Students	All Hispanic Students Female & Male vs. HDEV
2021-22	F 67.9% M 68.2%	F 71.0% M 75.0%	HDEV F +3.1% HDEV M +6.8%
2020-21	F 69.3% M 67.8%	F 76.6% M 71.0%	HDEV F +7.3% HDEV M +3.2%
2019-20	F 75.5% M 74.4%	F 85.2% M 80.1%	HDEV F +9.7% HDEV M +5.7%
2018-19	F 70.0% M 67.6%	F 78.4% M 69.3%	HDEV F +8.4% HDEV M +1.7%
4-year average	F=70.67% M=69.5%	F=77.8% M=73.85%	4 yr. ave: HDEV F = +7.12% (7%) HDEV M = +4.45% (4%)

IR: Program Review Dashboard

Key Findings (rounded to whole numbers):

- Over 4 years, HDEV student success rates were 2% higher than institutional success rates.
- African American students taking HDEV courses had a 4-year average success rate that was 5% higher than African American students campus-wide.
- African American female students taking HDEV courses had a 4-year average success rate that was 5% higher than those campus-wide.
- African American male students taking HDEV courses had a 4-year average success rate that was 5% higher than those campus-wide.
- Overall, Hispanic students taking HDEV courses had a 4-year average success rate that was 6% higher than Hispanic campus-wide.
- Hispanic female students taking HDEV courses had a 4-year average success rate that was 7% higher than those campus-wide.
- Hispanic male students taking HDEV courses had a 4-year average success rate that was 4% higher than those campus-wide.

Additional Data Proving the Positive Impact of HDEV Courses

A 2023 study by ECC’s Institutional Research Office (IR) showed the impact of HDEV on student success. IR analyzed four years of data for first-time students and their first-year outcomes. The study compared outcomes for students who took an HDEV course in their first year to outcomes of students who did not attempt an HDEV course in their first year at ECC. Three key areas were analyzed:

- Average Units Attempted in First Year
- Average Units Earned in First Year
- Completion of Transfer English and Math

The results revealed that taking an HDEV course in the first year at ECC makes a significant impact on student success. The chart below shows the results of the study.

First Time Students in Summer/Fall with at Least One Attempted Unit in Academic Year											
Headcount	2018-19	2019-20	2020-21	2021-22	4-Year Total	Percent	2018-19	2019-20	2020-21	2021-22	4-Year Total
HDEV in First Year	1,176	636	546	591	2,949	HDEV in First Year	11%	7%	8%	8%	9%
No HDEV in First Year	9,705	7,868	6,144	6,903	30,620	No HDEV in First Year	89%	93%	92%	92%	91%
Total Students	10,881	8,504	6,690	7,494	33,569	Total Students					

Tracking the Students Above...How Many Passed Transfer-level English in Math in First Year											
Headcount	2018-19	2019-20	2020-21	2021-22	4-Year Total	Percent	2018-19	2019-20	2020-21	2021-22	4-Year Total
HDEV in First Year	154	141	161	153	609	HDEV in First Year	13%	22%	29%	26%	21%
No HDEV in First Year	659	917	830	708	3,114	No HDEV in First Year	7%	12%	14%	10%	10%
Total Students	813	1,058	991	861	3,723	Total Students	7%	12%	15%	11%	11%

Tracking the Students Above...Average Attempted Units in First Year					
Headcount	2018-19	2019-20	2020-21	2021-22	4-Year Total
HDEV in First Year	22	24	24	23	23
No HDEV in First Year	13	14	14	13	13
Total Students	14	14	15	13	14

Tracking the Students Above...Average Earned Units in First Year					
Headcount	2018-19	2019-20	2020-21	2021-22	4-Year Total
HDEV in First Year	14	17	18	17	16
No HDEV in First Year	9	10	11	9	10
Total Students	10	11	11	10	10

Key Findings Over Four Years:

- Students who took an HDEV course in their first year attempted more units (23 units attempted) than students who did not take an HDEV course in year one (13 units attempted).
- Students who took an HDEV course in their first year earned more units (16 units earned) than student who did not take HDEV in their first year (10 units earned).
- Students who took an HDEV course in their first year passed transfer English and Math in their first year at a higher rate (21%) than students who did not take an HDEV course in their first year (10%).

Overall, students who took an HDEV course in their first year attempted more units, earned more units, and passed transfer English and Math at higher rates than students who did not take an HDEV course in their first year at ECC.

These results, along with HDEV’s higher success and retention rates (particularly for African American and Latino students) show that HDEV courses make a positive impact on student success at ECC.

Curriculum and Outcomes Assessment

a) Examine the program curriculum using an equity lens by responding to the following questions: To what extent does the curriculum:

Prepare students to actively engage in a diverse society?

Diverse Enrollment: HDEV enrollments are highly diverse and thus course learning environments provide more opportunities for daily interaction across diverse backgrounds, perspectives, and experiences. With diverse peers, individual students can begin to recognize differences and similarities and are less likely to fall into social stereotypes.

Experiential Learning: Service learning in HDEV courses reinforces the learning process about diverse walks of life, and experiential learning related to social problems helps students step out of their own world views for a bit as they build work-related skills. This helps prepare them for a diverse future workplace.

Equity-minded Pedagogy: Student interactions with diverse peers, representatives from campus programs and services, and faculty contribute to the development of their individual views in relation to others. Thus, facilitating interaction in the classroom also enhances learning and the social cognitive skills that go along with more complex thinking in a diverse society.

Include multicultural content?

Through HDEV's highly interactive, equity-minded instruction, students gain perspective and the ability to see the world from someone else's perspective, a willingness to discuss and solve complex social problems with others, and enhanced social awareness. Faculty strive to ensure all voices are heard and that all students have a chance to participate fully in the learning process.

HDEV courses provide opportunities for students to discuss coursework and experiences to cultivate intellectual skills, engagement, and motivation by interacting with others in a diverse environment.

Respond to diverse students' learning needs?

HDEV curricula helps students realize their academic strengths by helping them discover their individual learning styles. In this way, students discover what method of comprehension works best for them based on their own backgrounds and personalities. Faculty provide instruction that addresses different learning styles and modalities. Faculty also utilize the accessibility feature in Canvas to ensure that online instruction is accessible to students with disabilities.

Encourage instructors and students to investigate their own views, biases and values and discuss multiple perspectives different from their own?

HDEV instructors attend professional development to examine their own views and implicit biases, reflect on their cultural lens, and strengthen culturally responsive practices used in HDEV courses, including cooperative learning, interaction, discussion, bringing real-world issues into instruction and discussions, and promoting respect for each student and their differences.

Use critical/equity-oriented pedagogy?

HDEV faculty are committed to creating an inclusive classroom climate where all students are encouraged to participate and able to learn. Strategies frequently used to accomplish this include learning students' names and backgrounds, incorporating diverse perspectives into course content, offering various ethnic and racial perspectives in case studies, establishing ground rules for discussing controversial issues, and developing (and helping students develop) deeper racial and socioeconomic awareness.

HDEV faculty utilize equity-oriented pedagogy. For example, HDEV faculty ensure that students feel valued and supported in their learning, provide clear learning outcomes, and offer flexible deadlines and assignment choices understanding that students may experience challenges such as internet access issues, lack of study space at home, and lack of access to basic needs. Faculty validate students' classroom contributions that promote learning and encourage students to affirm one another's contributions in class and discussion boards.

Faculty also enable varied and comprehensive access of course content to all students by presenting information both orally and visually to accommodate student visual or auditory impairments, while recognizing various student learning preferences. Faculty use a variety of strategies to solicit student feedback including anonymous surveys and open discussions.

Ensure creating an empowering classroom environment?

Faculty strive to create a supportive classroom where students feel valued because of their differences and feel comfortable participating in class. Faculty place a high value on providing support for students both in and out of the classroom through office hours and with grading opportunities designed to help shape learning and bolster students' abilities to take ownership of their learning. Through all interactions, faculty work to build positive, validating, and inspiring faculty-student connections and peer relationships. HDEV's culturally relevant content creates a classroom environment where students feel supported, connected, and engaged. This empowers students to believe in themselves, become determined to succeed academically, and create future plans to give back to their communities.

Use multiple evaluation techniques sensitive to the diverse ways students can demonstrate understanding?

HDEV classes are highly interactive, and instructors use a variety of active learning strategies to challenge and engage students. Faculty vary activities by engaging students in group, paired, or individual work and vary the class environment by changing the student arrangement in class to increase student engagement with one another as well as the course material. Varied assessments are used to assess student learning. HDEV faculty implement equity-minded teaching strategies such as lecture, active learning strategies, collaborative learning, and consistent progress monitoring to ensure student success. Faculty assess learning through a variety of both low-stakes and high-stakes assessment strategies including quizzes, exams, discussions, projects, assignments, critical thinking essays, case studies, and journal reflections. These assignments address a diversity of perspectives, learning styles, and levels of understanding. Students are encouraged to reflect on their own backgrounds and lived experiences, as well as their academic and personal choices and how these impact success on assignments and in college.

Use multiple evaluation techniques sensitive to the diverse ways students can demonstrate understanding?

a) Summarize SLO and PLO assessment results over the past four years for key/gateway courses. Gateway courses are determined by your department & division – contact your Dean. For your gateway courses, present the raw data (number of students who participated in each assessment, number of students who met the standard in each assessment, what success rate for each SLO was for each assessment). This data is in Nuventive. Contact your Division Facilitator and/or Campus SLO Coordinator for assistance.

HDEV does not offer a degree. Following is a summary of key SLO and PLO assessment results.

Percent of Course and Program SLOs Assessed and Targets Met

The Department has assessed 100% of SLOs for courses offered and all program SLOs. All SLOs assessed met the target.

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. The following 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 107

This course was not offered during the program review cycle.

HDEV 110 and 110H 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. Overwhelmingly, 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 curriculum.

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.

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.

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

PLO Assessment Results:

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.

Assessment:

HDEV 101 and 110 course SLOs #1 relate to this program level SLO. The department reviewed these course SLO assessment results to assess PLO#1. Cognitive, psychological, social, and physical success factors measured in the HDEV 101 and 110 SLO #1 assessments include critical thinking, self-awareness, personal responsibility, self-motivation, interdependence, lifelong learning, decision-making, goal setting, and the effective use of college resources.

2021-22 (Fall 2021) - Standard Met

HDEV 101 and HDEV 110 SLO assessments were used to assess this PLO. In both courses, students achieved the target success rate on the SLO assessment assignment.

HDEV 101 - Highlights of results:

- The overall percentage of students meeting the target was 92%.
- 107 of 129 students completed the assignment (83%).
- Completion rates on the assignment were higher for students in programs (86%) than for general population students (77%).
- Of students who completed the assignment, the percentage of students achieving the target was higher for general population students (96%) than for students in programs (86%).
- Of the 107 students completing the assignment, the average score on the assignment was 91%, indicating that students achieved the learning objective.

HDEV 110 - Highlights of Results:

HDEV 110 Sections (Excluding Honors)

Number of Students: 188 (With Honors students - 214)

Assignment Completion Rate: 88%

Average score of students who completed/submitted the assignment: 88 %

Percentage meeting the Success Target: 90%

HDEV 110 Honors: - Highlights of Results:

Number of Students in Class: 26

Assignment Completion Rate: 100%

Average score of students who completed/submitted the assignment: 93 %

Percentage meeting the Success Target: 96% (25 students)

General Population Sections: - Highlights of Results:

Number of Students in Class: 110

Assignment Completion Rate: 89%

Average score of students who completed/submitted the assignment: 87 %

Percentage meeting the Success Target: 89% (98 students)

MyPATH Sections: - Highlights of Results:

Number of Students in Class: 78

Assignment Completion Rate: 87%

Average score of students who completed/submitted the assignment: 88 %

Percentage meeting the Success Target: 90% (70 students)

These results indicate that students achieved the learning outcomes related to these course SLOs and this PLO.

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.

Assessment:

To assess PLO 2, faculty analyzed results from HDEV 110 and 101 SLO #2 assessments.

2019-20 (Fall 2019) - Standard Met

Assessment results indicated that student learning exceeded the anticipated success target.

Importantly, students gained self-knowledge and college success strategies necessary for achieving personal, academic, and career success.

For the HDEV 101 SLO assessment, faculty analyzed student scores on critical thinking papers evaluating their understanding of two key topics in HDEV 101: mindset and goal setting. The first paper required students to discern the fundamental differences between the victim mindset and the creator mindset. This requires that students become self-aware and assess locus of control, thought processes, and attributions. The average score across all sections assessed was 81%. The second assignment used to assess this SLO required students to set educational short-

and long-term goals and create a Life Plan. Students had to think critically about the future, determine goals, and apply a research proven goal setting strategy. The average score of all sections assessed was 92%.

Overall, the average score on all assignments, across all sections, was 86%, which exceeded the expected target for success. High achievement on these assignments indicates that students achieved course learning objectives related to PLO 2.

In the HDEV 110 assessment, over 90% of students reported academic and personal growth when responding to questions addressing key course concepts of personal responsibility, educational planning, self-motivation, self-management, emotional intelligence, self-esteem, and learning styles. Questions addressing interdependence showed the lowest percent of improvement with an average of 80% of students reporting positive growth. While this still met the target, students scored lower in this area than in the other principles for success.

Assessment of Student Learning Survey:

In HDEV 110, students study eight principles for success: personal responsibility, self-motivation, self-management, interdependence, self-awareness, emotional intelligence, lifelong learning and belief in oneself. Course content and activities focus on mastery of these cognitive, psychological, social, and physical factors because of each one's direct influence on success in college, careers, and life. By the end of the semester, students have studied and completed a variety of readings, assignments, and collaborative projects focusing on each of the eight course themes/principles for success.

During this program review cycle, faculty analyzed student responses to survey questions assessing academic and personal growth through mastery of these course concepts. Through responding to the survey questions, students were able to reflect on their academic and personal growth over the semester. The survey results indicated that student learning exceeded the anticipated success target. Importantly, students gained self-knowledge and college success strategies necessary for achieving personal, academic, and career success.

Highlights of results:

Questions in topic areas are listed below. The number after each survey question shows the percentage of students who indicated improvement and/or agreement with the statement.

Personal Responsibility

Q. After completing this class, I consider myself more responsible for my outcomes in school and in life than I did before taking this class. 92%

Educational Planning

Q. I know campus resources and/or websites where I can find information about degree options and transferring. 92%

Q. I know how to create an educational plan at ECC. 93%

Q. I understand the key differences between the CSU, UC and private college systems. 90%

Q. I know which college or possible colleges I want to transfer to. Note: If you are not planning to transfer, answer this: I know what degree program I want to complete at ECC. 94%

Self-Motivation

- Q. Taking this class has helped me set goals for college. 96%
- Q. I know how to set effective short- and long-term goals. 90%
- Q. When I encounter disappointments or obstacles, I am able to keep myself together and focus on moving forward to my goals. 92%

Emotional Intelligence

- Q. Managing my emotions is critical to my success as a student. 93%
- Q. I have gained strategies for managing strong emotions to stay on course in college. 93%

Self-esteem

- Q. I expect to do well in my college classes. 97%
- Q. I feel confident about my ability to succeed in college. 99%
- Q. I see myself as capable and lovable. 95%
- Q. When I think about an upcoming challenge such as a test, I usually see myself doing well. 90%

Learning Styles

- Q. Understanding my learning style provides me with important insights into how I can become a better student. 95%
- Q. I have a better sense of who I am (my unique personality traits and characteristics) than I did before taking this class. 90%
- Q. When I don't like how an instructor teaches, I still find a way to learn the material. 92%

Self-Management

- Q. After taking this class, I am a more organized student. 92%
- Q. My time management skills have improved after taking this class. 92%
- Q. I consistently use a planner or calendar. 81%

Academic Improvement After Taking HDEV

- Q. Please rate if you feel you have improved academically. Total reporting improvement: 96%

Skills For Success Gained After Taking HDEV

- Q. From this class, I have learned information and skills important to my success in college. 97%

These survey results indicate that students have gained information and academic skills necessary for success in college, work, and life.

PLO 3: Interdependence

Students will develop interdependence and employ strategies for establishing effective and supportive relationships within diverse college and community environments.

To assess PLO#3, we analyzed assessment results from HDEV 101 SLO#3, HDEV 105 SLO#3, and HDEV 110 SLO #3. Each of these assessments analyzed an SLO that relates to this PLO. In these SLO assessments, we analyzed student achievement across multiple assessments, each requiring that students demonstrate understanding and application of interdependence.

2020-21 (Fall 2020) Standard Met

Employing interdependence, which this PLO addresses, is being able to successfully work with others - whether it's asking for help when needed, offering help to others, working with others to reach a common goal, or utilizing a campus resource. SLO #3 assessments from HDEV 101, 105, and 110 were used to assess HDEV's PLO #3. These assessments required that students demonstrate interdependence to identify and utilize campus resources, build support networks, complete college and career research, and make wise decisions based on effective use of information and resources.

High achievement on these assignments indicates that students achieved course learning objectives and thus the program's learning objective relating to interdependence. Below is a summary of the data and results.

Total Number of Students who Participated in this PLO Assessment: 290

Total Number of Students Who Successfully Met the Standard for this Assessment: 252

Percent of Success for this SLO: 87%

HDEV 101 SLO #3 Assessment:

On an exam, students were asked to identify and describe important campus resources, programs, or services designed to help students succeed in college.

Results: Assessment results indicated that students demonstrated comprehensive knowledge of the campus resources and services available to them, as well as an understanding of related topics such as grit and perseverance, self-care, and goal setting.

Number of Students who Participated in this Assessment: 33

Number of Students Who Successfully Met the Standard for this Assessment: 28

Percent of Success for this SLO: 86%

HDEV 105 SLO #3 Assessment:

Students completed a series of assessments and analyzed how the results revealed traits, strengths, and stressors influencing success in college and careers. They applied this information to research and select appropriate majors. Next, students researched careers (including job and salary projections, work duties, skills required, etc.) using resources such as Career Coach and the Occupational Network Online.

Total Number of Students who Participated in this PLO Assessment: 43

Total Number of Students Who Successfully Met the Standard for this Assessment: 39

Percent of Success for this SLO: 91%

HDEV 110 SLO #3 Assessment:

The Wise Choice Process assignment was used to assess SLO #3. This critical thinking assignment required that students apply a six-step decision-making strategy in order to make responsible choices for overcoming obstacles in college. Students identified a problem or obstacle, accurately defined it, explored options and likely outcomes of possible choices, and

made an action plan to improve the situation and/or solve the problem by utilizing available campus resources and support networks.

Number of Students who Participated in this Assessment: 214

Number of Students Who Successfully Met the Standard for this Assessment: 185

Percent of Success for this SLO: 86%

Example of Improvement as a Result of SLO Assessments

The department views SLO and PLO assessment as an opportunity to continually improve instruction and student learning. Below is an example of how the department addressed a learning objective for HDEV 101 in order to improve student achievement.

In HDEV 101, educational planning is a key student learning outcome. In the SLO assessment process, the Educational Planning assignment was reviewed, and the instructor's guide was updated to ensure consistency and accuracy in instruction across the department. When analyzing SLO results, faculty noticed a difference in success in the assignment for online students vs. face-to-face students.

The Fall 2018 SLO#1 assessment included current semester results compared to previous summer and spring semester results on the educational planning assignment. The average score in fall 2018 (face-to-face instruction) on this assignment was 81% with all students completing the assignment and earning a passing score of C or higher. In online sections taught in spring 2018 and summer 2018, the average score for this assignment was 76%.

The assignment/educational planning process is complex, and students often ask many questions, make errors, and get "lost" in the assignment. While students in online sections are asked to come to office hours if they are struggling with the instructions posted in Canvas, few students took advantage of this opportunity. Students explained that it was because they were working full-time and/or had childcare or other issues.

Overall, the assessment results for fall 2018 indicated that 81% of students successfully completed the Educational Planning assignment. This assignment is complex and requires that students utilize resources (AA/AS requirements, assist.org, IGETC & CSU patterns, ECC Catalog, major sheets, etc.) competently, demonstrate critical thinking and self-motivation, and incorporate strategies for effective decision-making. Faculty believe the increased success rates are due to three factors: curriculum, instruction, and community building. The HDEV 101 curriculum includes an orientation to college customs and campus resources/support services as well as strategies for success in college. The course has a focus on active learning, student responsibility, interdependence, and academic goal setting, and requires that students engage in critical thinking as they map out a path toward their educational goals.

Although students met the SLO target, faculty noticed an area for improvement. The educational planning learning objectives are critical to understanding the educational path at ECC and are key components in the HDEV 101 curriculum. While students achieved the SLO and met the target, it is evident that for the educational planning assignment, online instruction is challenging

because it requires students' intense self-direction and utilization of resources. To address this, the department collaborated with part-time HDEV instructor and counselor, Selene Torres, to create a series of videos to post in Canvas. This series supplements instruction and provides additional resources for online students. According to online student feedback, it helped improve their understanding of educational planning resources, tools, and processes.

HDEV's SLO Process and Dialogue about Assessment Results

Continuous engagement in assessment has led HDEV to make improvements in curriculum, student learning, and in the SLO assessment process. The department regularly discusses its systematic approach to the SLO process - from gathering data to analyzing and interpreting evidence through holding collaborative discussions about pedagogical and curricular changes to improve student learning. Hosting annual workshops for full-time and part-time faculty has helped streamline the assessment process and facilitated consistency in assessment tools and data collection.

In addition, the SLO 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.

The HDEV department maintains a Google Drive site with SLO and PLO resources for department faculty. The 4-year cycle, alignment grid, SLO statements and specific SLO assessment tools are posted for faculty to utilize. Having this information in Google Drive has made information accessible and easy to use for department faculty.

Overall, the SLO and PLO assessment results indicate that HDEV is doing an excellent job of achieving program and student learning objectives. Additionally, through Human Development courses, students experience academic and personal growth that can help them achieve greater success in college and in life. Assessment results also indicate that HDEV courses play an important role in helping the College achieve Guided Pathways pillars and student equity and success initiatives.

b) Discuss programmatic factors contributing to constant, increasing or decreasing trends in the results for SLO and PLO assessment within the previously examined courses. What do you see that is contributing to increasing, decreasing, or stable success in each SLO analyzed?

The overall high success rates in HDEV courses can be attributed to the nature of the courses which consist of individually and culturally relevant content that keep students engaged and motivated. HDEV faculty implement equity-minded teaching strategies such as collaborative learning and early alerts through ECC Connect, and consistent progress monitoring to ensure student success. Learning community sections offered with programs on campus such as MyPath, Project Success, and FYE provide students with added support in tutoring, mentorship, and embedded counseling.

c) Highlight equity gaps found in SLO and PLO assessment results among different groups of students.

The SLO/PLO assessments do not disaggregate data, so we have no results that show different groups. However, as the chart provided on page 24 of this document shows, HDEV's overall success rates show that African American and Latino students' rates are higher in HDEV courses than campus-wide.

IR data found that over 4 years, HDEV student success rates were 2% higher than institutional success rates. Here are highlights from the chart provided on page 24.

- African American students taking HDEV courses had a 4-year average success rate that was 5% higher than African American students campus-wide.
- African American female students taking HDEV courses had a 4-year average success rate that was 5% higher than those campus-wide.
- African American male students taking HDEV courses had a 4-year average success rate that was 5% higher than those campus-wide.
- Overall, Hispanic students taking HDEV courses had a 4-year average success rate that was 6% higher than Hispanic campus-wide.
- Hispanic female students taking HDEV courses had a 4-year average success rate that was 7% higher than those campus-wide.
- Hispanic male students taking HDEV courses had a 4-year average success rate that was 4% higher than those campus-wide.

Additional research from IR (page 25) shows that, students who took an HDEV course in their first year attempted more units, earned more units, and passed transfer English and Math at higher rates than students who did not take an HDEV course in their first year at ECC.

These results, along with HDEV's higher success and retention rates (particularly for African American and Latino students) show that HDEV courses make a positive impact on student success at ECC.

SECTION 3 Program Vision and Future Planning

Program Vision

A) Describe the vision of the program for the next four years considering the assessment reported in the previous section, student groups that are underrepresented in the program's field, and any relevant changes within the program field/industry. A vision statement describes the desired future state of the program.

Future Direction

HDEV's future direction is grounded in the department's vision, mission, and goals for facilitating students' academic achievement, personal growth, and career readiness. Faculty have high standards for instruction stemming from best practices in teaching and learning. Maintaining high standards in instruction, academic rigor, and student achievement is critical to the department and to students' future success.

HDEV faculty recognize that the department is uniquely positioned to support the College's objectives to increase student achievement with an equity-focused approach. Additionally, HDEV's collaboration with other campus programs and services directly addresses students' preparation for college and workplace success. As such, the department is continually growing.

To support future expansion, the department plans three areas for future growth:

- 1) expanded learning communities, dedicated course sections, and linked classes,
- 2) increased (new) course offerings, and
- 3) increased dual enrollment and noncredit course offerings.

The department aims to serve more students by increasing the number of courses, learning communities, and sections offered, including dedicated sections for student support programs such as Project Success to serve African American students.

The department plans to introduce a Service Learning course to offer expanded volunteer opportunities, provide experiential education, and cultivate students' workplace preparedness and interpersonal skills such as effective communication, teamwork, and leadership. The department also plans to introduce a new course, Introduction to LGBTQ Studies, to support LGBTQIA+ students in their educational, personal, and career growth.

The department plans to grow by adding additional faculty positions to support continued growth in HDEV courses, learning communities, dual enrollment, and noncredit offerings.

Driven by these aspirations, HDEV faculty believe the department will continually grow while still providing an academically rigorous curriculum that propels students to connect more deeply with the college community, achieve their academic goals, and gain a clear vision of their academic, career, and lifetime direction.

Future Planning

A) Based on the assessment reported in the previous section, develop program goals to be completed during the next four years in relation to:

- **Adjusting the curriculum for coherence and alignment with students' workforce needs and integrating applied learning experiences:**
 1. Through its college success and career planning courses, the department will utilize problem-based, applied learning, and other teaching practices that are aligned with and cultivate college success and workforce skills. HDEV's Service Learning program will provide experiential learning opportunities that integrate curriculum with service to the community.
- **Advancing towards a more equitable program to close equity gaps among groups of students, clarifying students' paths to completion, further education, and employment, and helping students explore options and build foundation skills and help students stay on the path:**
 2. Through equity-minded pedagogy, HDEV courses support students in developing success-oriented soft skills, exploring academic programs and careers, and developing comprehensive educational plans. These skills and concepts for college and work success are necessary for students who traditionally experience equity gaps in college and careers. The department will continually use ECC Connect for early alerts to support students, utilize culturally responsive pedagogy, and build new learning communities that support student success.

HDEV curriculum uses equity-minded instruction to support the four pillars of Guided Pathways by assisting students with clarifying the path, entering the path, staying on the path, and ensuring learning. HDEV courses require students to develop success-oriented soft skills, explore academic programs and careers, and develop comprehensive educational plans. Through educational planning and career development curriculum, the department will consistently work toward promoting equity and access by eliminating achievement gaps for all students to realize their educational and career aspirations. The department will continue building robust, cross-campus partnerships to support curricular innovations and faculty collaboration with equity-focused learning communities such as Project Success, Puente, and LGBTQIA+ linked classes that address the four Guided Pathways pillars.

3. The department will continually offer courses with research-proven curriculum designed to support students' academic success and provide early exposure and access to career-oriented information and experiences for students. This includes increasing HDEV dual enrollment and noncredit course offerings so that students are oriented toward college and career success when they enter ECC.

B) What projects will the program complete to achieve the desired goals? Please specify at least two for each goal.

1. The department will create a Service Learning course to offer experiential learning, career readiness, and students' development of workforce skills.
2. The department will increase the number of HDEV Project Success sections to support African American student success and retention.
3. The department will build new learning communities that support student success and retention by linking with other academic departments.
4. The department will offer a new course: Introduction to LGBTQ Studies. This course will be part of a learning community designed to increase college success and retention for LGBTQIA+ students.
5. The department will increase dual enrollment offerings at high schools.
6. The department will offer noncredit courses and certificates.

C) When the next program review is due, how will the program determine if the goals have been met? Please specify at least one quantitative target or qualitative accomplishment for each goal.

The program will determine if the goals have been met by evaluating new learning communities, course offerings, and dual enrollment and noncredit courses. We will assess these initiatives to determine if they have been completed.

Program Resources

In the following areas, what are the resources needed by the program to meet the goals for the next four years? Include any recommendations from the previous Program Review that are still active or on hold.

List resources in order of priority. Prioritize them within each category and/or develop an overall prioritized list of resources. Explain how these resources contribute to the College's equity goals.

a) Staffing

The Human Development department is in critical need of two new full-time faculty members.

Although it does not award an AAT, Human Development courses, like *Strategies for Creating Success in College, Work and Life* and *Career Development Across the Lifespan* play a critical role in student planning and success along the model of Guided Pathways. The program offers six credit courses, three of which are transferable to UC and CSU and meet the ECC and CSU general education requirements. The department also offers three noncredit courses and two related certificates.

Since 2018-19, the department has been reduced from 4 to 1.5 faculty members, dropping the FT/PT ratio to 32/68% and making a new hire critical. One faculty member resigned in 2019, a second member faculty was transferred to another BSS department in need of her content expertise in 2020, and a third faculty member went on 50% early retirement in 2021.

HDEV is a unique, interdisciplinary department and it is difficult to find qualified part-time instructors with both the necessary expertise and teaching experience. The multifaceted approach in Human Development courses facilitates students' academic and personal growth and requires instructors to have a specialized background with interdisciplinary, theoretical curriculum, and equity-minded pedagogical expertise. Although some ECC counselors have been hired as adjunct instructors, their availability to teach is limited.

With only 1.5 full-time faculty members, this complex program requires one additional FT faculty member to support, develop, and oversee collaborations with a wide and growing number of programs across campus. The department is increasingly offering contextualized courses in collaboration with campus programs, including First Year Experience, the Honors Transfer Program, MyPATH, Puente, Project Success, MESA, the Warrior/Toro program, the International Student Program, the Transfer Center, the Special Resource Center, LGBTQIA+ links, and Dual Enrollment. HDEV classes are also linked with classes in other academic departments, such as Mathematics, English, and Psychology. In anticipation of the impending retirement, a faculty position is needed to ensure the continuity and continued expansion of these collaborations, HDEV's growth in equity-focused courses, and to properly mentor the department's 19 adjunct faculty so they can accommodate the specific needs of each unique learning community and department initiative.

A second full-time position is needed to support growth in noncredit, dual enrollment, and service learning. The department is growing its dual enrollment and noncredit course offerings. The department has three new noncredit courses and two new noncredit certificates. Faculty leadership is needed to work with the noncredit office to develop relationships with local adult schools that have expressed interest in offering the noncredit courses on their campuses. Service learning initiatives and courses require a significant amount of interaction with community organizations, as well as planning and coordination that goes far beyond normal classroom instruction. Thus, a faculty position is needed to coordinate, organize, and oversee service-related programming and service delivery, and to coordinate programs, events, and activities that develop a culture of community involvement and giving throughout the department.

As with all campus programs, the department's 1.5 faculty members must revise curriculum, search for and evaluate adjuncts, conduct program and annual reviews, and represent the department on division and college committees. Notably, 1.5 FT faculty must evaluate and mentor 19 adjunct faculty members. Given the extensive workload and continual growth in equity-focused initiatives, the department needs two new full-time positions.

b) Computer Lab

The department requests a computer lab for the following reasons:

1. HDEV 101, 105, 107, and 110 courses require that students complete an educational plan. In support of statewide efforts focusing on online educational planning, a dedicated lab would make it easier for HDEV students to have online access to Assist.org, MyEdu.com, CSUMentor.edu, and other sources as they master components of the educational planning process.
2. HDEV 105 and 115 require that students conduct online career exploration and complete a career plan. Online access to websites for skills and personality assessments and career exploration, such as the Occupational Outlook Handbook, Career Coach, Career Cruising.com, Eureka.org, etc., is critical for students to complete assignments.
3. HDEV 107 requires that students complete a transfer plan. Online access to websites for college exploration and admissions, financial aid resources, and scholarship exploration is critical for students to complete assignments.
4. HDEV courses have multiple in-class reflective writing and critical thinking assignments. The quality of student work is enhanced when students can use a computer to write and edit these assignments. Being able to edit and revise (and as a result, clarify their thinking) allows students to produce higher quality academic work.
5. Availability for reserving campus computer labs is limited.

Because access to campus labs is limited, it is difficult for faculty to provide in-class instruction through the many complex online programs and resources required for students to achieve HDEV course SLOs. Having a dedicated computer lab removes barriers to learning materials and supports students in HDEV classes across varied learning contexts and needs. It provides the opportunity for faculty to create an equity-focused, personalized, guided learning experience as students use complex online resources and websites in their educational and career planning, allowing that more students become deeply engaged in their learning and fewer students are left behind.

Therefore, the department needs a computer lab with at least 50 workstations. This lab could be shared with other BSS departments and equity-focused campus programs.

Works Cited

Downing, S. (2017). *On course: strategies for creating success in college and in life*. 8th ed. Boston, Houghton Mifflin Co.