

Program Review and Analysis

Part 1: Outcomes

1. What are the student learning outcomes and institutional level outcomes (Core Four) of the Program? List each along with descriptions of the appropriate indicators of program success. Include both qualitative and quantitative measures.

Human Development

Program Level SLO	Qualitative Measure (s)	Quantitative Measure (s)
Students will demonstrate an understanding of developmental theory, current research, and trends in the field and their application to practice (professional and/or family life). (I A,B,C,D, II A,C, III A,B, IV A,B,C,D)	Students participate in in-class discussions and group activities to apply theory to practice. Students conduct observations of children. Students conduct interviews to enrich their understanding of the developmental process.	Students complete exams to measure their knowledge. Students write research papers. Essay questions and observation papers are written to assess student's ability to translate developmental theory to life experiences.
Students will demonstrate knowledge of individual and family diversity including: culture, ethnicity, gender, age, disability, socio-economic, family structure, and sexuality. Self-awareness, communication and interpersonal skills are emphasized. (I A,B,C,D, II A,D, III B, IV A,B,C)	Students participate in in-class discussions and group activities to understand diversity in the context of human development.	Students do written work to demonstrate understanding of individual and family diversity.

2. The specific SCC Strategic Direction and Goal(s) supported by this program.

There are a number of strategic goals and objectives that are supported by the Human Development program, primarily goals 1, 3, and 7. While there is not a major directly tied to the Human Development program, the coursework serves a valuable role in supporting the Early Childhood Education program, the Nursing program, and general education requirements. In this context, we work to provide students with meaningful, current curriculum that is applicable to professional and personal experiences.

Goal 1: Quality Teaching and Learning – Improving student success while maintaining academic quality

Obj. 1.1 – Enhance attainment of educational goals by students: Human Development courses help students meet their educational goals by providing instruction in topics relevant to their degree, be it Early Childhood Education, Nutrition, or their general education requirements. When students are in need of additional assistance, we refer them to relevant support services: counseling, reading/writing center, Disability Services program, etc. Every semester we offer Human Development courses at all three Solano College locations: main campus, Vallejo, and Vacaville. We offer courses in the day, afternoons, nights, and online to meet varied student needs. We have books on loan in the library, and some instructors take their students on library tours, so they can navigate the information retrieval systems on campus. We take a comprehensive approach to instruction by providing in-class instruction that engages students with diverse learning styles and curriculum that is culturally inclusive.

Obj. 1.2 – Improve basic skills attainment– To help students improve their basic skills, we regularly assign reading and writing assignments; we provide supportive office hours when they are in need of assistance; we refer students to the reading and writing center; and we work closely with the Disability Services Program when appropriate.

Obj. 1.3 – Develop new and expand existing curricular offerings – We added online options for three of our Human Development courses: Child Development, Lifespan Human Development, and Child, Family, and Community. The online courses fill very quickly and meet an important student need for flexibility in scheduling.

Obj. 1.4 – Validation and improvement of student learning – Pedagogical discussions and reflective process is used by individual instructors and on a department level to assess and improve student learning. Formally, student learning objectives (SLO's) are assessed according to a rotating calendar.

Goal 3: Institutional Diversity – Foster a college environment and strong connection to the community that will attract and support a diverse and excellent faculty, staff, and student body

Obj. 3.1 – Diversity profile of college workforce and student body – Since the last program review cycle, the primary Human Development instructor passed away and was replaced by an instructor that adds to the diversity of our faculty and holds a doctorate in Human Development. The student body in Human Development courses is a highly diverse group that mirrors the gender and ethnic diversity of the campus.

Obj. 3.2 – Sensitivity to and appreciation of diversity – Because the study of humans is so influenced by respect for, sensitivity to, and awareness of diversity, themes of individual difference, cultural continuity, and communication skills are regularly woven into our coursework. Faculty participates in trainings and workshops that help us increase our sensitivity and develop new techniques for bringing cultural issues into the classroom.

Goal 7: Community Relations – Foster a strong connection to the communities we serve and be responsive to local and regional needs.

Obj. 7.1 – Workforce training and economic development – Many of the Human Development courses directly serve as workforce training for Early Childhood Education students and Nursing students. Several of the courses meet the requirements of the California Department of Teacher Credentialing, the organization that awards Child Development Permits (HUDV 038, HUDV 050, HUDV 053, HUDV 075).

Obj. 7.3 – Strong connection to the community – In several Human Development classes, we ask students to engage with the community to learn about organizations that support children and families. Representatives from community agencies are brought into class to share about their mission and services or students conduct on-site visits. Students are also required to observe at child care centers on campus or in the community to learn more about development. Interviews with families, the elderly, individuals with special needs, etc. are conducted so students can learn about the diverse perspectives of people in our community and the services provided to them.

Part II: Analysis

1. Identify and explain the trends in:

Enrollment – Our enrollment has mostly been strong, with some decrease in the last 3 years. The enrollment high of 1614 students in 04-05 dropped to 1314 in 08-09. The decrease can principally be explained due fewer sections offered, down to 49 from a previous high of 62. Fewer sections have been offered in recent years due to a change of administrators (president level and deans), change in full-time faculty, and economic changes. At different points in the program review cycle, we have been instructed to either add sections or cut them. There was also a two year period when online classes were not taught due to the retirement of a faculty member and the training of a new faculty member. New faculty were also exploring the times and dates classes fill best, so in this transition, we saw some enrollment fluctuations. We also saw a decline in enrollment in a few of the Human Development courses that support the ECE major. During the recent recession, the ECE program experienced lower enrollment as there were fewer jobs available to graduates. Finally, the decrease in 08-09 could also be related to the college being on sanctions with WASC for accreditation. The negative press the college was receiving may have led to student concerns that their units at Solano would not articulate with other institutions.

Retention – Our retention rates fluctuated between 77-88%, with the highest retention in 08-09. We believe quality instruction and applicability of the coursework are the primary reason our retention has stayed steady.

Fill Rate – Our fill rate has stayed pretty consistent for the bulk of the program review cycle, ranging from 76-82%. The one notable exception was the 04-05 year where there was a 95% fill rate. We believe this anomaly was due to an economy that was thriving and growth in Solano County. Fewer stressors in people's lives made it easier for them to come to college and stay focused on their educational goals.

Other Factors – There has been a continuing discussion with counselors who place students lacking basic skills in ECE/Human Development classes because they say they like children. Liking children alone is not a guarantee for success in our ECE/Human Development classes. Educational and academic skills

and interest as well as persistence and time management are needed as with any other degree applicable classes.

2. How do the above trends relate to the factors and outcomes identified during the last review?

a. The last program review cited the success of the program in meeting student needs, in terms of supporting the ECE program, the Nursing program and general education. We believe this pattern is continuing as we are still successfully meeting student's needs.

b. The document also cites an increased divorce rate, and court ordered parenting classes as being a drive for toward Human Development courses. We do see a high rate of young parents in our classes, students trying to understand their own childhood experiences, and a general interest in developing successful parenting and relationships skills as a motivator for students taking our courses. As families continue to diversify and students seek to understand their pasts and move forward with their futures, we predict continued strong enrollment in Human Development.

Part III: Conclusions and Recommendations

1. What are the major accomplishments of the program during the past four years?

The major accomplishments in the last four years would be meeting student's educational needs, hiring new faculty, and creating an online program. Our enrollment in Human Development courses is strong and serves a vital need for general education, Early Childhood Education, and Nursing students. Instructors work to develop curriculum that fosters learning and the ability to apply information in meaningful ways. Many students report that some of these classes should be required for everyone as they have an important impact on the way they view and interact with children, families, and themselves!

2. Based on the analysis above, are there changes needed in order to meet the program goals or to improve program effectiveness? Explain.

The primary change we see as important to the Human Development program is to integrate it with the Early Childhood Education program. Human Development courses use to be a part of the Home Economics major which no longer exists at the college. The majority of Human Development courses support the ECE major so integrating the two into one program would be more cohesive for students working toward degree or transfer. Early Childhood Education and Human Development faculty work hand in hand to serve both programs, so integrating the two would also facilitate cohesiveness and direct energy to one program rather than dispersing energy between two. We would like to integrate the new program to be called: Child Development and Family Studies. As we create a Child Development and Family Studies Program, we would like to also start information meetings toward the end of each semester, so students can learn about the program, the Child Development Permit Matrix, transfer options, and ask any questions they might have. We would also like to create a lengthier brochure about our program that will help students navigate the major.

As we look to support Human Development students toward their education and career goals, we would like to add more adjunct faculty. Sections have been cut to the point where we aren't able to meet student interest/needs. We would also like to revisit our articulation agreements with local four year institutions to ensure the courses we are offering are providing students with as many transferrable units as possible. Finally we would also like to explore new technology that would aid our online program: for example, voice-thread, virtual child, etc. We believe these changes would create a program that better meets student needs.