

Human Development DEPARTMENT & PROGRAM REVIEW (2024-25)

.....

Section 1: Report on Previous Goals & Requests

Previous APR Goal	What Happened (support with data/evidence)
Expand training for faculty	I have referred my PT faculty to training opportunities and support offered by CAFÉ, eLearning and the Office of Diversity, Equity and Inclusion. Informal conversations with HD faculty have affirmed that those resources have been helpful in meeting their needs, especially regarding diversity and inclusion, creative teaching strategies, resilience and coping strategies and institutional effectiveness/assessment.
Explore and adopt OER Text for College Success	The Open Stax text, "College Success" was successfully adopted by all HD 100 college success courses followed a trial period with positive student and faculty feedback.
Advocacy for FYE Courses	I continue to work closely with the FYE director, CAP center staff, Guided Pathways workgroups and colleagues to promote and advocate for FYE courses and provide support for faculty developing and teaching FYE courses within their disciplines.
Explore appropriate advising responsibilities for PT/Adj HD faculty	After some initial conversations with the CAP director and the loss of the HD adjunct position, this goal has lost priority.
Explore Peer Mentors in HD Courses	This is still a matter of ongoing conversation and investigation in conjunction with the director of FYE.

Section 2: Fulfilling Your Mission

The Human Development (HD) program at COCC is dedicated to facilitating students' successful transition into and through college, both academically and personally. By fostering personal responsibility, belonging, and engagement, HD courses help students utilize available resources, refine their academic and career goals, and build a strong foundation for lifelong success. Additionally, the program aligns with the Social Science Department's mission by promoting critical thinking, inclusivity, and an appreciation for diverse perspectives. The HD program also supports the First Year Experience (FYE) outcomes by equipping students with essential academic planning, time management, collaboration, and resource utilization skills.

Since the last APR, the HD program has made significant strides in fulfilling this mission. HD courses have continued to be offered in multiple formats—including in-person, online, and hybrid—on all campuses, ensuring accessibility for a diverse student population. Collaborations with the Office of High School Partnerships have expanded career-connected learning and college transition opportunities for high school students, including the development of a shared curriculum and training for high school instructors. Partially in response to High School partner needs, two new courses were developed and approved by the curriculum committee, HD 104: College and Career Transitions and HD 130: Intro to Health Careers. Both of these courses have application for current and incoming COCC students and align with career connected learning initiatives in local High Schools. Canvas resource pages with curriculum, teaching materials, sample assignments, videos, lesson plans and resources were also developed to share with high school instructors.

The HD program has also strengthened partnerships with Student Services to connect students with essential resources, enhancing their overall college experience. Curriculum updates across all HD courses have incorporated digital literacy and guidance on the appropriate use of AI in academic and career settings, ensuring students are prepared for evolving technological demands. The program has further extended its reach by offering College Success courses at Deer Ridge Correctional Institution, reinforcing its commitment to educational access for all learners.

Regular assessment of course-level learning outcomes ensures that HD courses remain relevant and effective in supporting student success. Faculty members have actively contributed to professional development efforts, offering trainings and workshops for college and community partners, including the Partners in Practice team, Psychology Friday Learning Community, and Early Learning (ECE) Conference. These efforts help extend the impact of the HD program beyond the classroom and into the broader educational and professional community.

Additionally, the creation of HD 130: Intro to Health Careers reflects the program’s commitment to supporting students in specific fields, particularly those exploring allied health careers. This course provides targeted support for students navigating the unique challenges of healthcare education.

Through these efforts, the HD program continues to uphold its mission, empowering students with the skills, resources, and confidence needed to succeed in college and beyond.

Section 3: College Goals and Initiatives

The Human Development program has actively contributed to COCC’s strategic goals and initiatives through efforts that support student readiness, access, community engagement, and workforce development.

Aligned with **Student Ready College** and **Access** goals, HD courses are consistently offered in various formats—including in-person, online, and hybrid—across all four campuses, ensuring flexibility and accessibility for a diverse student population. HD 100 College Success is offered in fall term as an in-person course in Bend every term and is offered multiple times per year on the Madras, Prineville and Redmond campuses. College Success is also offered online every term, including summer. HD 110 Career Planning is offered in person on the Bend every term, the Prineville campus once per year and online each term, including summer. All HD courses are strategically scheduled based on enrollment

needs and trends and by request from branch campuses. The program has also collaborated with the Office of High School Partnerships by developing shared curriculum, creating a Canvas Commons course, and training high school instructors to effectively teach HD content.

The HD program plays a key role in Guided Pathways, helping students navigate academic and career goals through courses focused on personal responsibility, academic planning, and resource utilization. The recently developed HD 130: Intro to Health Careers course further supports students exploring allied health fields, aligning with workforce development initiatives. Additionally, HD courses have been updated to include digital literacy and the appropriate use of AI in academic and career settings, ensuring students are prepared for evolving workforce expectations.

In support of **Community Engagement**, HD faculty have extended outreach through trainings and workshops for various college and community partners, including the Partners in Practice team, Psychology Friday Learning Community, and the Early Learning (ECE) Conference. Offering *College Success* at Deer Ridge Correctional Institution also demonstrates the program's commitment to providing educational opportunities to underserved populations.

Collaboration with the Office of Diversity, Equity, and Inclusion (ODEI) has resulted in updated learning outcomes and course descriptions for HD courses taught in high schools, reinforcing the program's commitment to inclusive education. Faculty also continue to advocate for First-Year Experience (FYE) courses, working closely with the FYE director and CAP Center to promote student engagement and retention.

Through these initiatives, the HD program continues to play an integral role in fulfilling COCC's mission and priorities, ensuring students have the resources, guidance, and skills needed to achieve academic and career success.

Section 4: Diversity and Inclusion Insights

An analysis of retention, success rates, and enrollment trends in Human Development courses highlights both strengths and areas for improvement in serving diverse student populations. The data suggest that HD courses play a crucial role in supporting student persistence, but disparities in course completion rates point to opportunities for enhanced support. Please see the appendices for relevant data tables.

Strengths in Student Equity

Retention rates for students taking HD courses are consistently higher than for non-HD students, particularly for those enrolled in *HD 100 (College Success)*. Students who complete *HD 100* show strong term-to-term and year-to-year retention, suggesting that the course provides essential skills and support that help students remain engaged in their education. While retention rates for students completing *HD 110 (Career Planning)* are less consistent, many years still show higher persistence compared to students who do not take HD courses. Please see appendices A & B for term to term and year to year retention rates.

BILAPOC students who enroll in HD courses tend to persist at a higher rate than those who do not, particularly following completion of *HD 100*. However, their course success rates are slightly lower than the overall college average. Encouragingly, BILAPOC student enrollment in HD courses has grown over

time, and while there are term-to-term fluctuations, the overall trend suggests that these courses are providing a supportive entry point for students from historically underserved backgrounds.

Pell Grant recipients and first-generation college students also show higher retention rates after taking an HD course compared to the overall college population. This suggests that the skills and resources provided in HD courses are particularly beneficial for students who may not have extensive prior experience navigating college.

Challenges in Student Equity

Despite strong retention outcomes, course success rates in HD courses are slightly lower than the college average, with more noticeable declines in 2022-23 and 2023-24. This suggests that while students are staying enrolled, additional support may be needed to ensure they complete their coursework successfully.

Veteran students drop HD courses at a higher rate than the general student population, particularly in the fall term. However, those who persist tend to complete their courses at higher rates than the college average. This indicates a need for early-term interventions to prevent attrition while recognizing that those who remain in HD courses perform well.

BILAPOC students in **HD 110** have more variable retention rates, particularly since 2020, suggesting that career planning support may need to be more targeted to ensure sustained engagement. Additionally, both male and female-identifying students have slightly lower course success rates in HD courses compared to the college average, indicating a need for broader strategies to support all students in completing these courses successfully.

Opportunities to Better Serve Students

To address these challenges, HD faculty could focus on improving course success rates through targeted interventions, such as increased access to academic support or referrals to early intervention services. A deeper review of why veteran students drop HD courses—particularly in the fall—could inform retention strategies, potentially through stronger connections with Veterans Services.

Faculty can also analyze equity gaps more frequently using institutional data tools to track trends in success rates and identify areas where additional support structures—such as enhanced advising, culturally responsive pedagogy, or tailored career exploration tools—could make a measurable impact. By addressing these gaps, HD courses can continue to provide a strong foundation for student success across diverse populations.

Section 5: Strengths and Accomplishments

The Human Development program is an important resource for student success, offering responsive curriculum, strong faculty collaboration, and meaningful partnerships across the college. One of our greatest strengths is our faculty's dedication to student success, as reflected in higher retention rates for students who complete HD courses. Students enrolled in *HD 100 (College Success)* consistently show higher term-to-term and year-to-year retention rates than non-HD students, reinforcing the course's

effectiveness in supporting persistence. This is particularly true for first generation college students, for whom transition to college can be more challenging.

The program works closely with the First-Year Experience (FYE) Director and other campus partners to enhance the student experience and ensure alignment with institutional priorities. Additionally, HD faculty serve as a resource and support to other academic programs, providing expertise in student success, career planning, and personal development.

Since the last APR/DPR, the HD program has achieved several significant accomplishments. To support college affordability, we successfully transitioned to an Open Educational Resource (OER) textbook for *HD 100 (College Success)*, reducing financial barriers for students. We have been responsive to High School Partners in creating curriculum, sharing resources and information and collaborating with the Office of Diversity, Equity, and Inclusion (DEI) to update course learning outcomes and descriptions. During the COVID-19 pandemic, we provided additional student support by offering a free, one-credit Online Learning Strategies course, helping students adapt to virtual learning. Additionally, we have developed online versions of all HD courses, increasing accessibility for students across our service district.

The HD program has also worked hard to schedule responsive course offerings to meet student needs in different settings. We worked closely with branch campuses to improve strategic scheduling and ensure students in all locations have access to HD courses. A particularly impactful initiative has been offering *HD 100 (College Success)* at Deer Ridge Correctional Institution, providing incarcerated students with tools for academic and personal growth.

Another key strength of the program is our emphasis on successful partnerships. HD courses incorporate Campus Resource Tours, connecting students directly with essential college services, including library resources, tutoring services, disability services, ASCOCC, student clubs, the Clothing Connection, and the art gallery. HD courses also play an active role in FYE Early Alert initiatives, helping identify and support students who may need additional academic or personal assistance. Additionally, Financial Aid, CAP Services, and the DEI Office regularly present in HD classes, ensuring students are aware of the resources available to them.

By maintaining a strong commitment to collaboration, equity, and innovation, the HD program continues to play a critical role in supporting student success, retention, and engagement at COCC.

Section 6: Challenges

The Human Development program faces several challenges related to enrollment trends, faculty retention, course relevance, and alignment with institutional initiatives.

One of the most significant challenges has been the decline in overall enrollment, particularly in *HD 100 (College Success)*, following the removal of its requirement for continued Oregon Promise funding. Enrollment data shows a notable drop in HD course enrollments post-policy change, requiring a shift in outreach strategies to encourage students to take HD courses as an intentional investment in their success rather than a funding requirement. Please see Appendix D for HD fill rate data.

Additionally, attrition data suggests that many students add HD courses within the first two weeks of the term, making it difficult to accurately assess course fill rates before the start of the term. This trend complicates strategic scheduling efforts and requires flexibility in course offerings to accommodate late enrollments.

Another ongoing challenge is retaining consistent, high-quality part-time faculty. With enrollment declines leading to the loss of our adjunct position, the program is now primarily staffed by one full-time faculty member and a rotating group of part-time instructors. While HD has provided an excellent entry point for faculty and staff who later move into full-time administrative or instructional roles, this turnover creates challenges in recruiting, training, and supervising part-time faculty while maintaining instructional continuity.

A further challenge is helping students see the relevance and utility of HD courses alongside their required coursework. While data indicates that students who take HD courses—especially *HD 100*—have higher term-to-term and year-to-year retention rates than those who do not, many students and advisors still perceive HD courses as optional rather than integral to their academic success. There is sometimes a belief that only struggling students benefit from HD courses, whereas retention data suggests that all students can benefit from these courses. Successful course completion rates for HD courses are slightly lower than for all COCC students. Some of this may be accounted for by students' belief that the course does not matter as much as one which is required for their degree which can result in less focused attention and diligence. The gap could also be related to an increase in students with significant academic challenges self-selecting HD courses. More analysis of this trend could result in improved curriculum and support interventions.

Additionally, aligning HD courses with Guided Pathways initiatives remains an area for improvement. HD courses provide students with essential academic and career planning skills, yet ensuring HD is fully integrated into pathways development and advising models remains an ongoing effort. Similarly, working with Career and Technical Education (CTE) programs to support students in structured, credit-limited degree paths is challenging, as CTE programs often have little flexibility to add additional coursework, even when beneficial to student success, as noted in the retention rates of CTE students who take HD courses.

Despite these challenges, the HD program continues to adapt through curriculum updates, increased outreach, and strategic partnerships. Leveraging data-driven insights to inform course scheduling, recruitment strategies, and faculty development will be key in addressing these ongoing issues while maintaining the program's impact on student success.

Section 7: New Goals and Resource Needs

Note: Some goals are related to institutional efforts that are still in process and thus may change over the next five years. The primary objective for all HD goals is to be responsive to the needs of the institution, students and the community.

Goal	Activities	Resources needed
1. Integration into Guided Pathways	<ul style="list-style-type: none"> • Maintain conversations with Guided Pathways coordinator and working groups on how HD courses can support institutional goals • Provide resources and support for faculty developing Trailhead courses • Designate HD courses, notably HD 110: Career Planning, as trailhead courses 	<ul style="list-style-type: none"> • Institutional support for HD courses as integral part of the guided pathway program • Outreach and collaboration with other disciplines • Funding and support for developing an online library of trailhead course activities, curriculum, materials and resources
2. High School Partnership expansion	<ul style="list-style-type: none"> • Continue to be responsive to HS partners in providing courses, resources, mentorship and opportunities • Gather feedback regarding the effectiveness of HD courses in High School settings 	<ul style="list-style-type: none"> • Support from the Office of High School Partnerships • Potentially non-instructional load or innovation funds to develop resources and materials to support curriculum and outreach efforts.
3. CTE Partnership expansion	<ul style="list-style-type: none"> • Partnering with CTE programs and faculty to assess and meet student needs, particularly in soft-skill development, career planning and academic skill development 	<ul style="list-style-type: none"> • Support, collaboration and outreach with CTE programs
4. Faculty Stabilization		<ul style="list-style-type: none"> • Possibly resurrecting the HD Adjunct position so that HD courses can consistently be offered on Branch campuses • Access to funds to support Part-Time faculty training outside of department and college/CAFÉ supported events

5. Support for Veteran Students	<ul style="list-style-type: none"> • Work with Veteran Program Coordinator and Veterans Outreach Coordinator to assess needs and explore options for increasing success for veteran students in HD courses 	<ul style="list-style-type: none"> • Explore options for offering HD courses for Veteran and Veteran supporting students
---------------------------------	---	---

Note: I have used an AI tool to edit my written responses for brevity.



Appendix A: Retention Rate of Students Taking HD 100 CS

Table 1: Fall to Winter Retention, all students

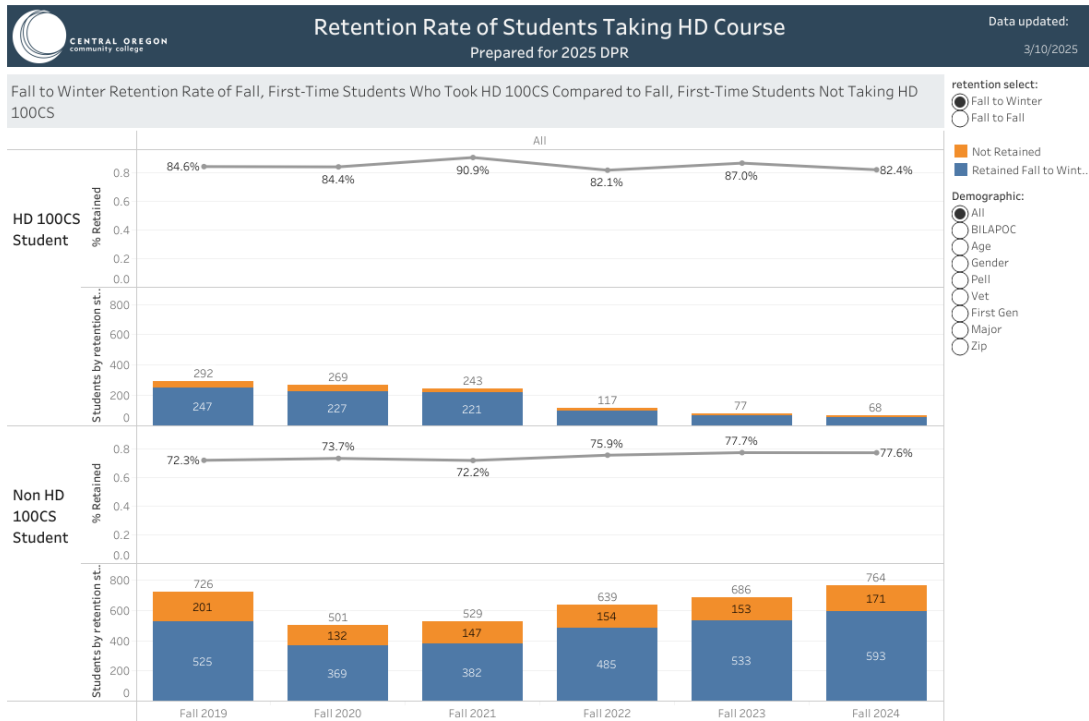


Table 2: Fall to Fall Retention, all students

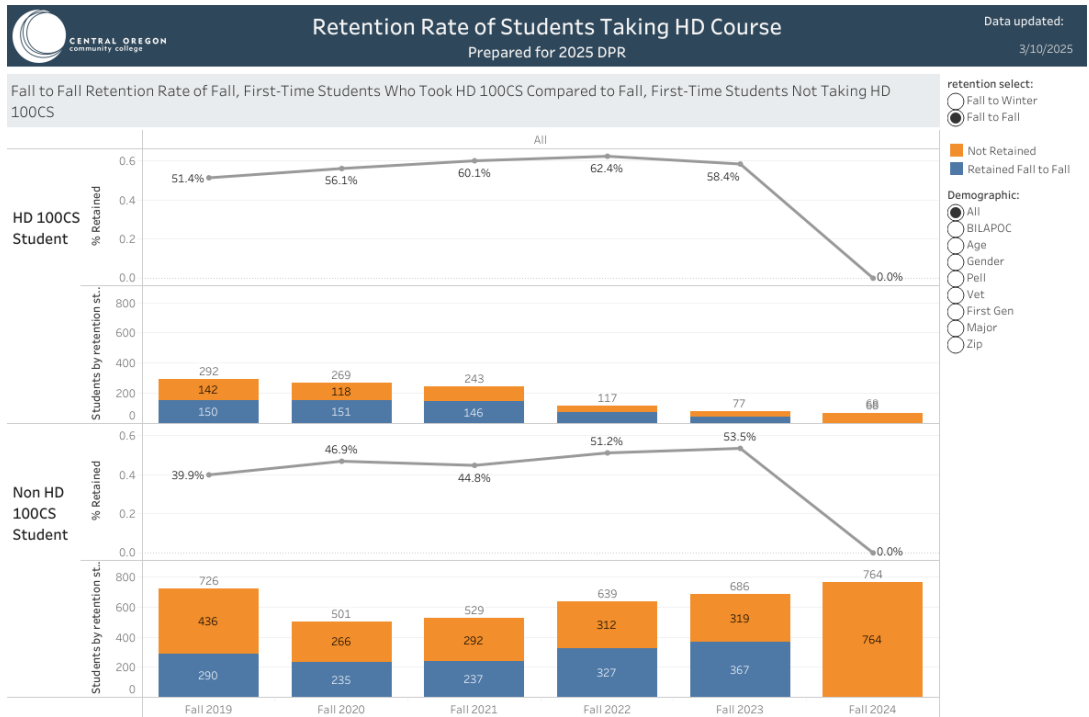


Table 3: Fall to Winter retention, BILAPOC students



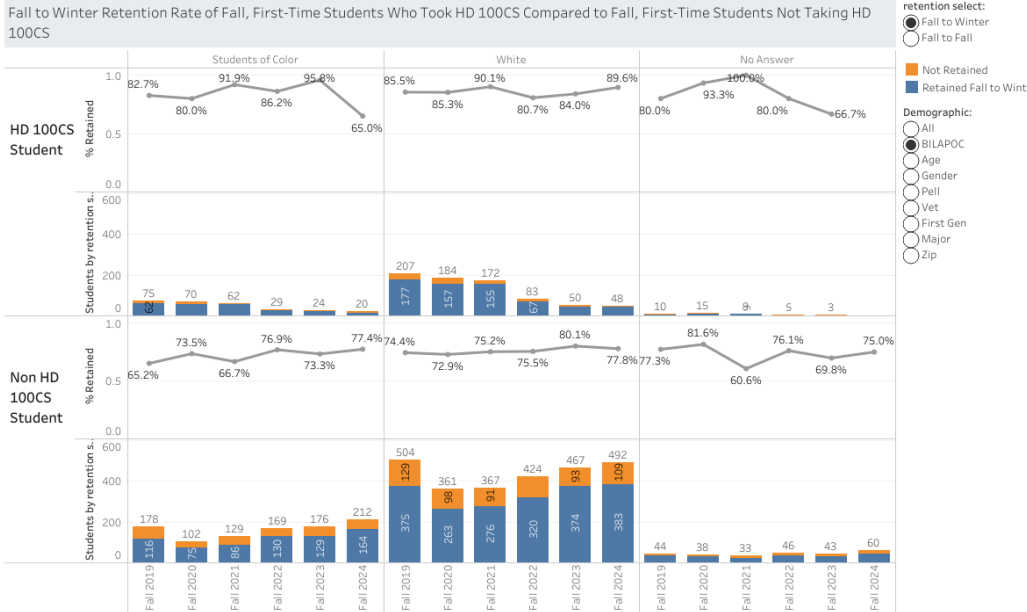


Table 4: Fall to Fall retention, BILAPOC students

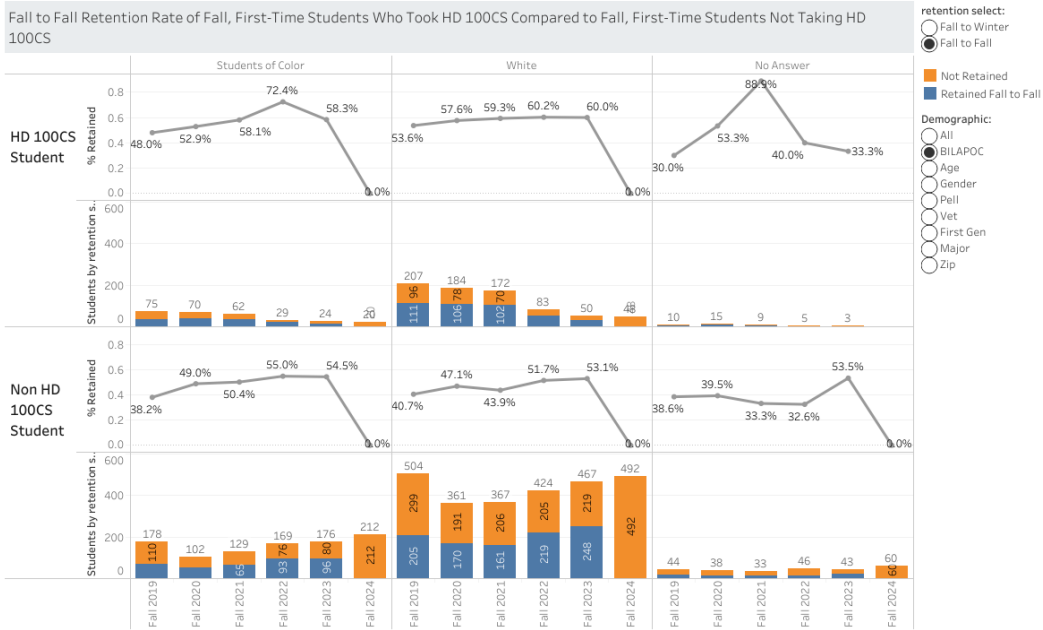


Table 5: Fall to Winter retention, by gender



Retention Rate of Students Taking HD Course

Prepared for 2025 DPR

Data updated: 3/31/2025

Fall to Winter Retention Rate of Fall, First-Time Students Who Took HD 100CS Compared to Fall, First-Time Students Not Taking HD 100CS

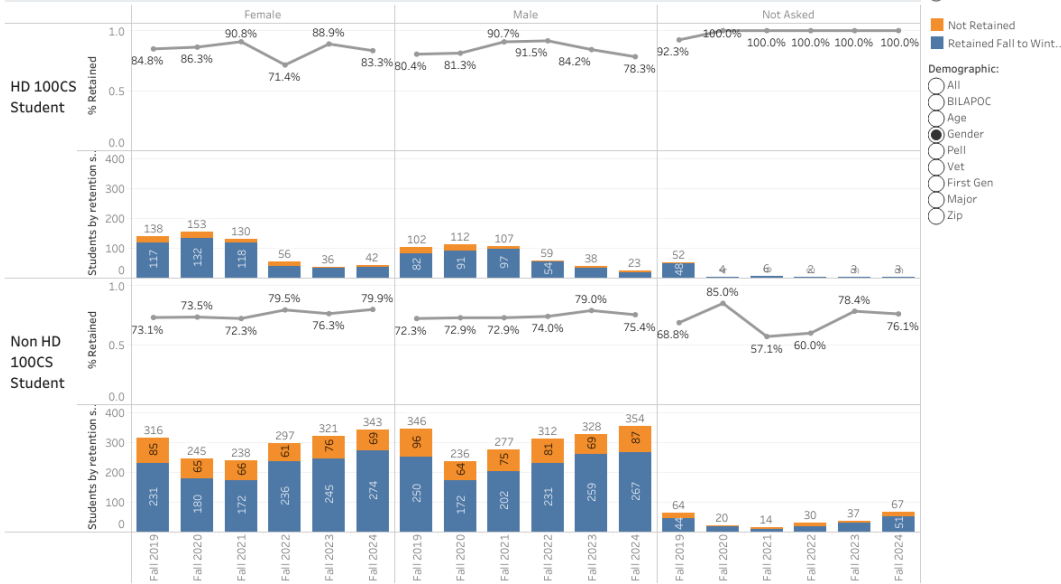


Table 6: Fall to Winter retention, by gender



Retention Rate of Students Taking HD Course

Prepared for 2025 DPR

Data updated: 3/31/2025

Fall to Fall Retention Rate of Fall, First-Time Students Who Took HD 100CS Compared to Fall, First-Time Students Not Taking HD 100CS

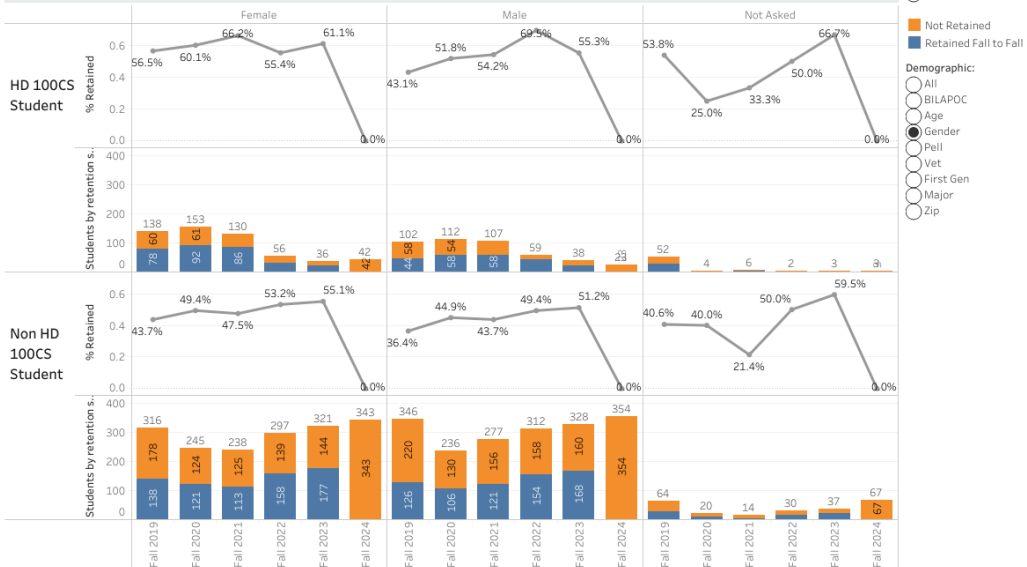


Table 7: Fall to Winter retention, First Generation college students



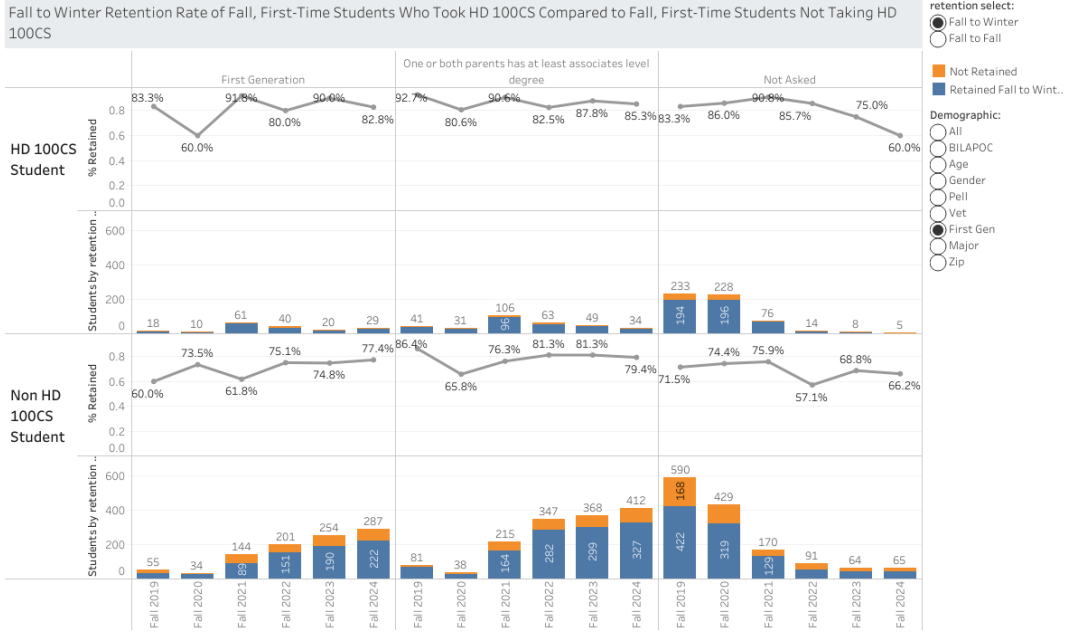


Table 8: Fall to Fall retention, First Generation College Students

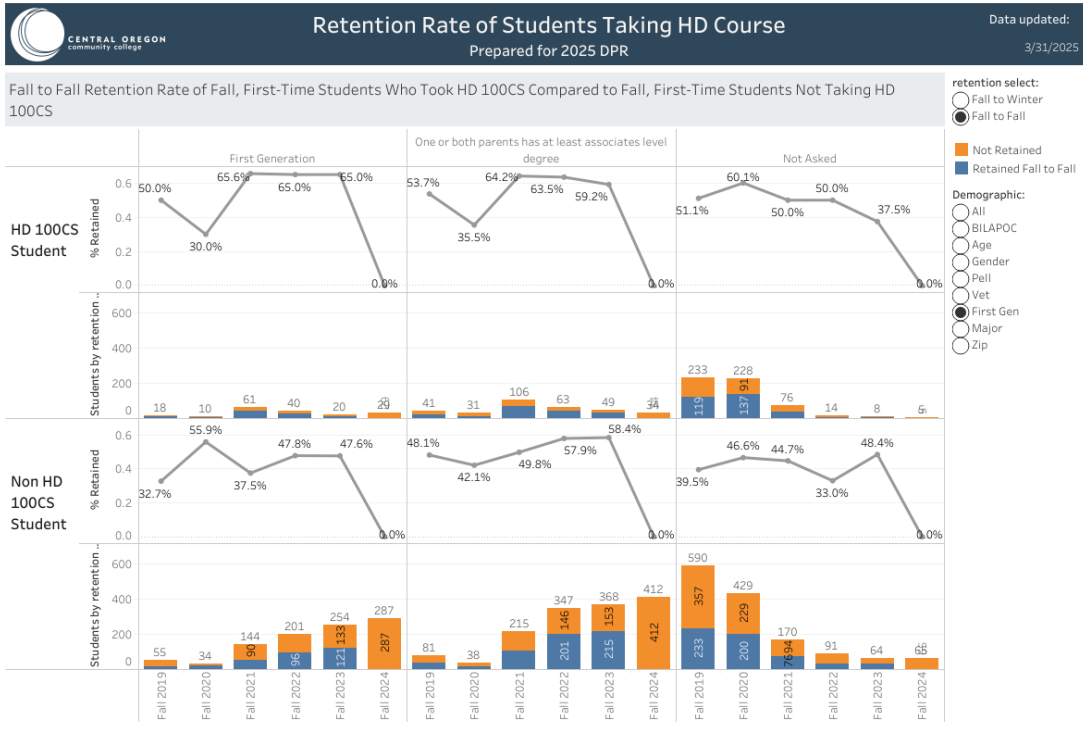


Table 9: Fall to Winter Retention, by major

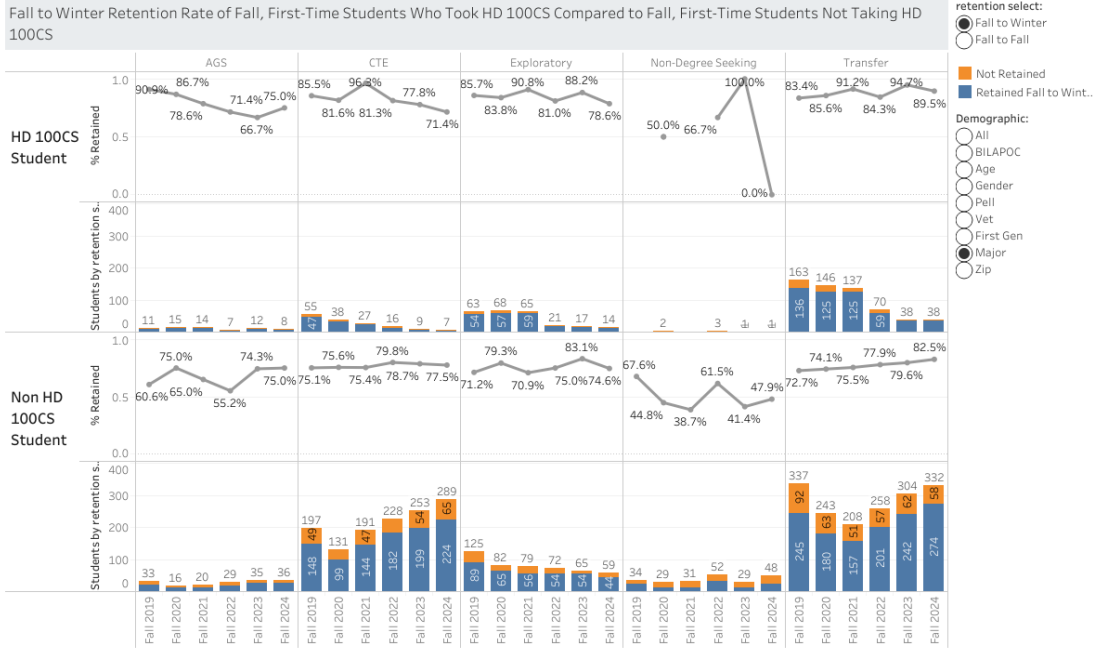


Table 10: Fall to Winter retention, Veteran Students

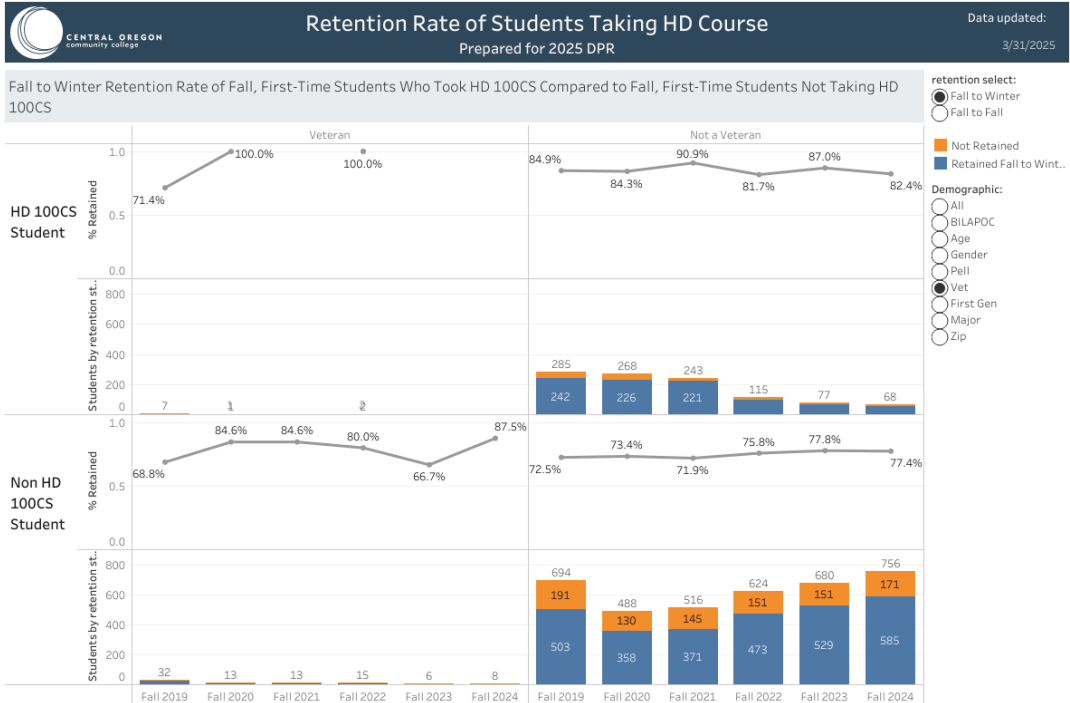
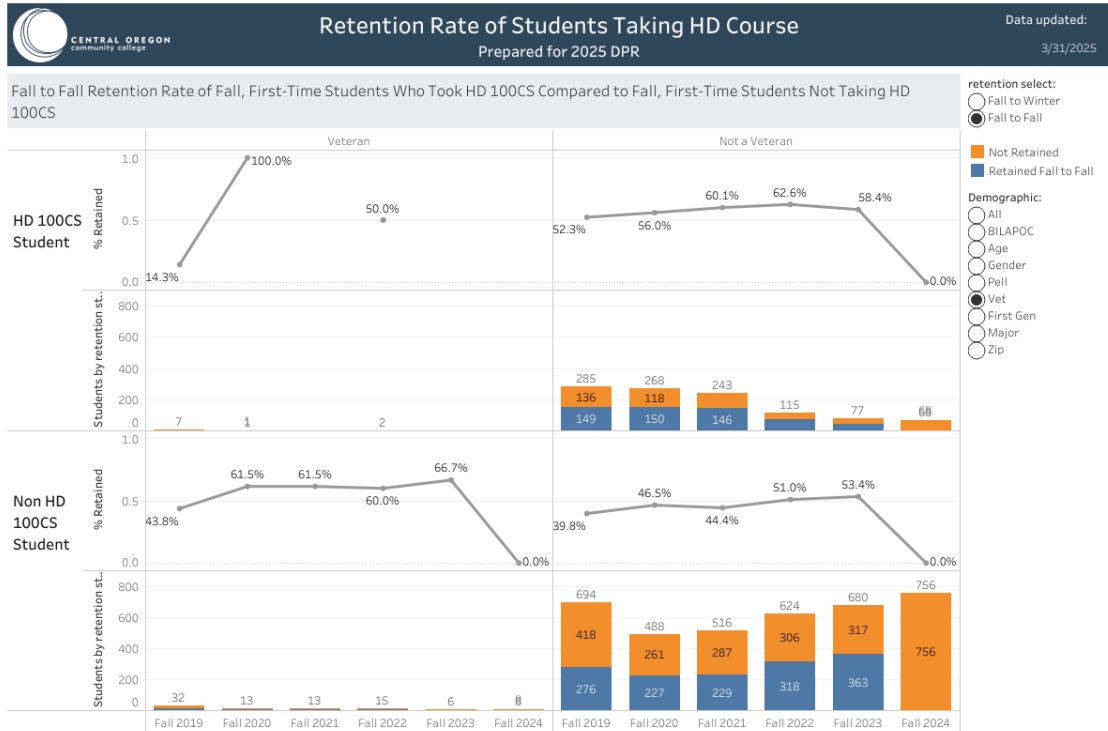


Table 11: Fall to Fall retention, Veteran Students



Appendix B: Retention Rate of Students Taking HD 110: Career Planning

Table 12: Fall to Winter retention, all students

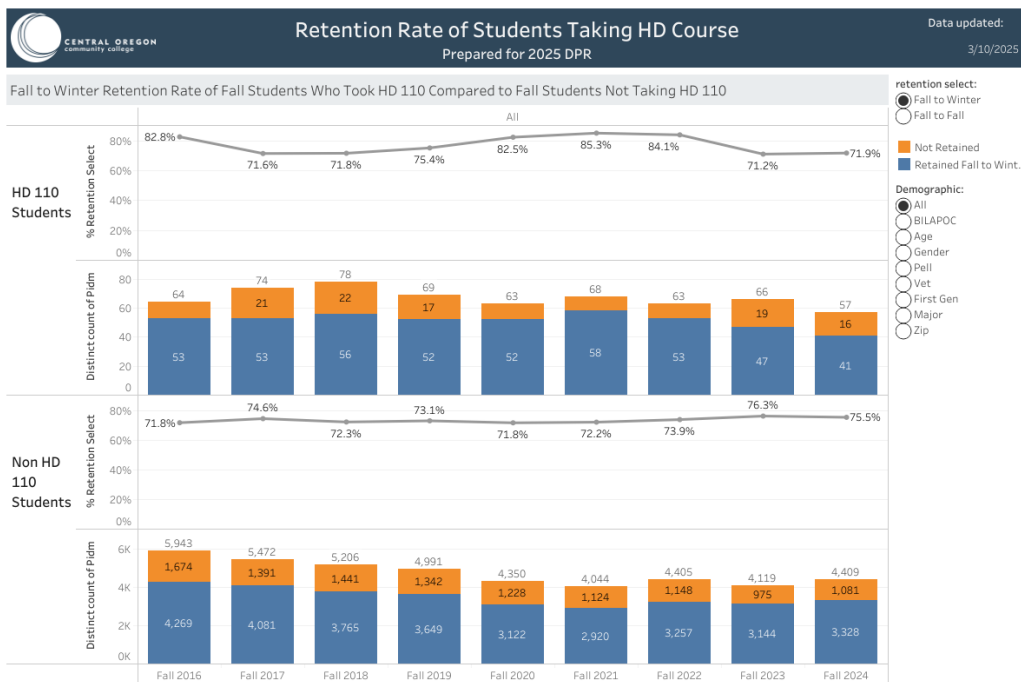


Table 13: Fall to Fall Retention, all students

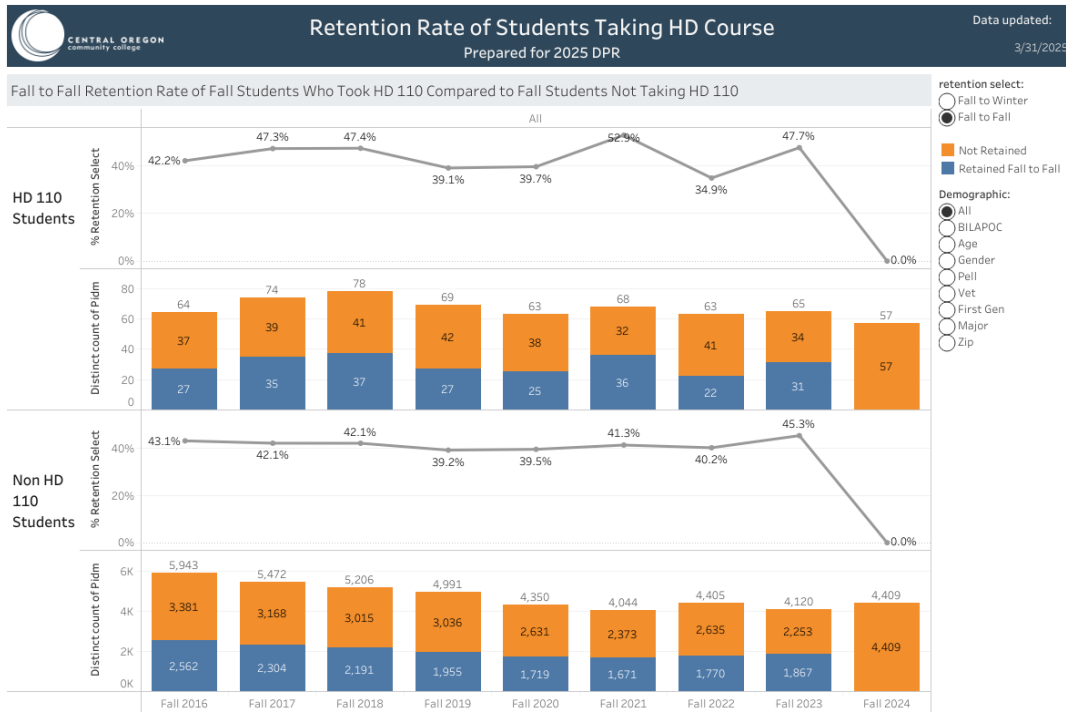


Table 14: Fall to Winter Retention, BILAPOC students

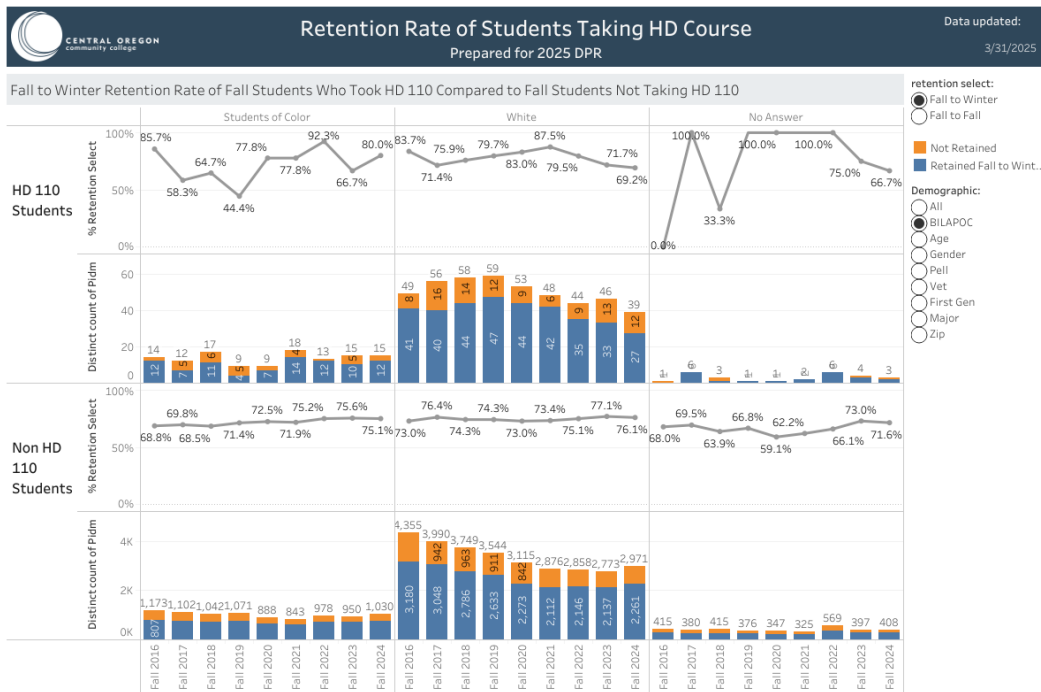


Table 15: Fall to Fall Retention, BILAPOC students

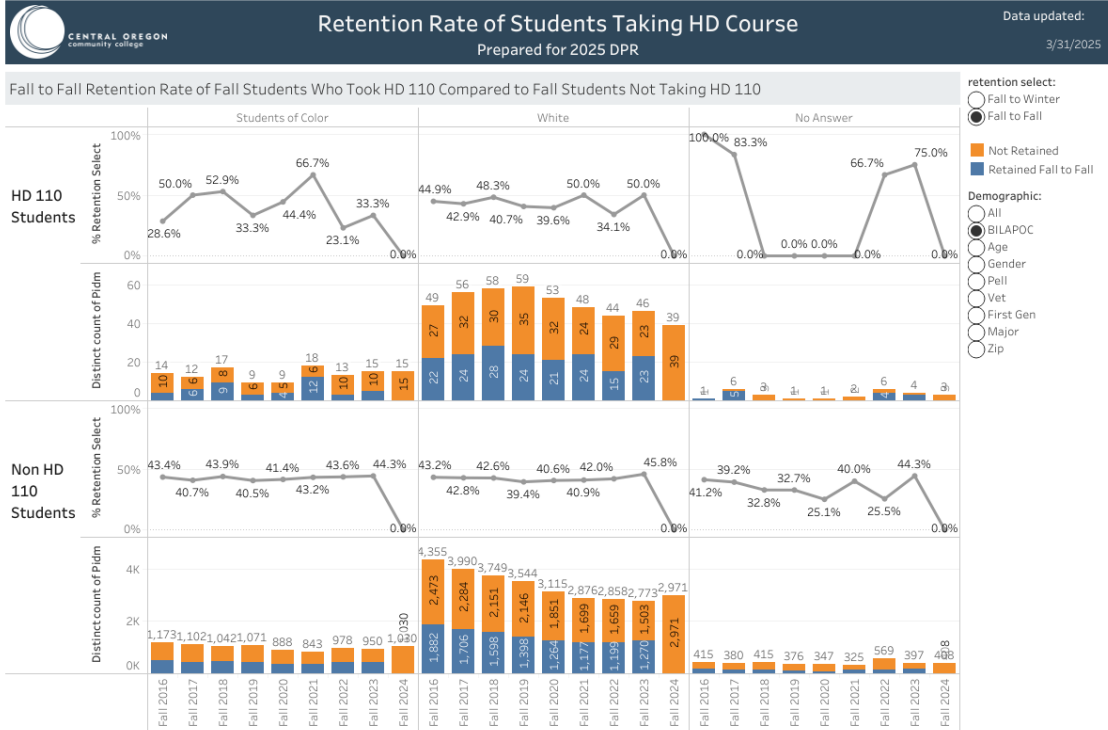


Table 16: Fall to Winter Retention, by gender

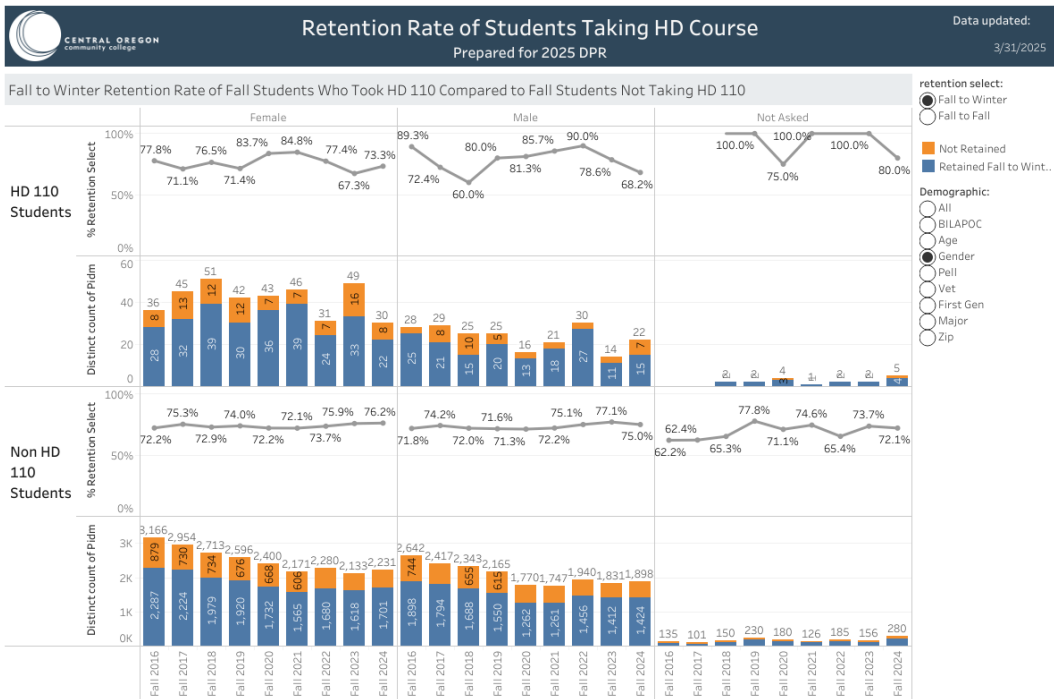


Table 17: Fall to Fall Retention, by gender

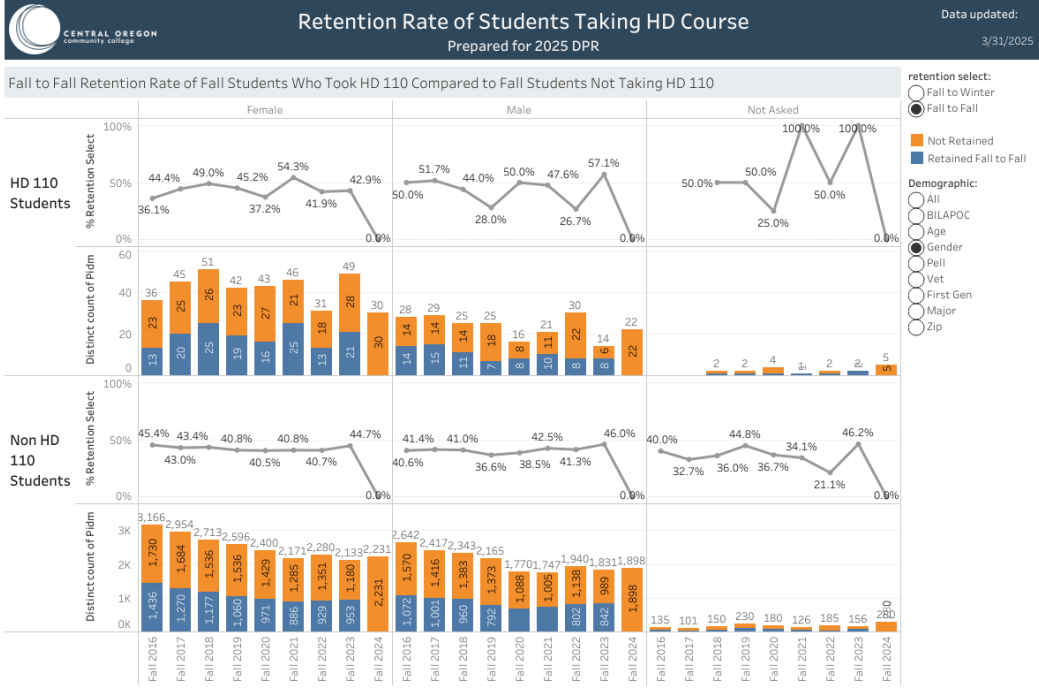


Table 18: Fall to Winter Retention, First Generation College Student

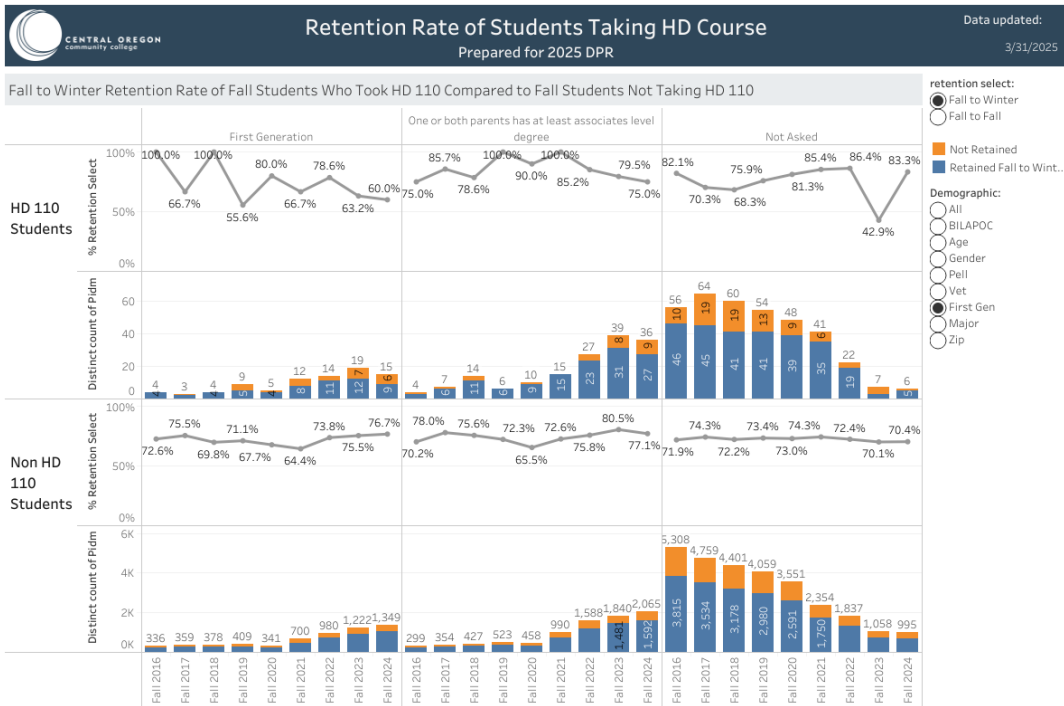


Table 19: Fall to Fall Retention, First Generation College Student

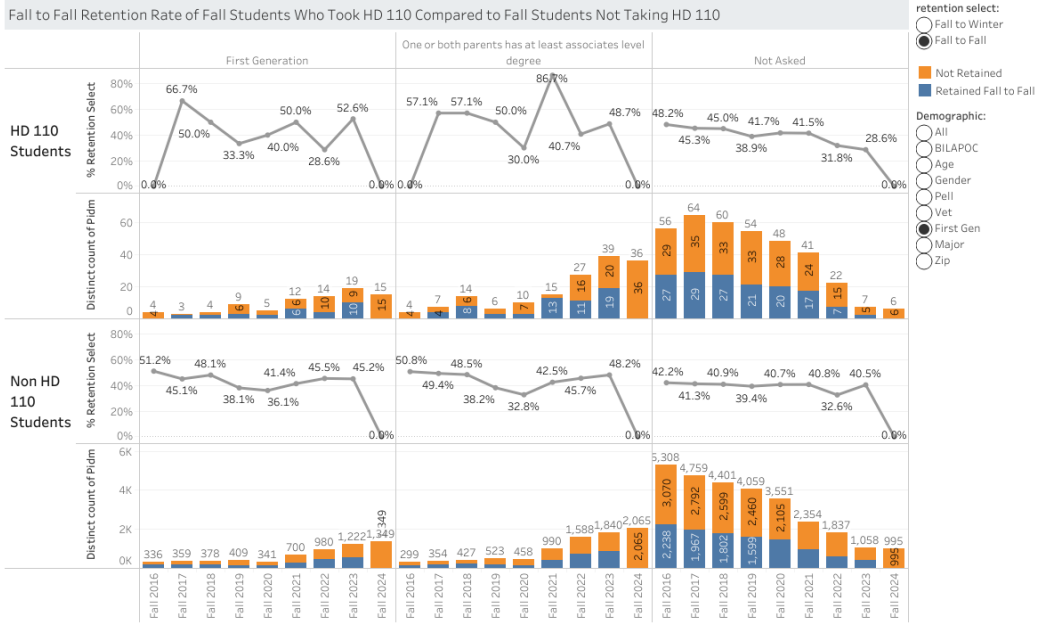


Table 20: Fall to Winter Retention, by major

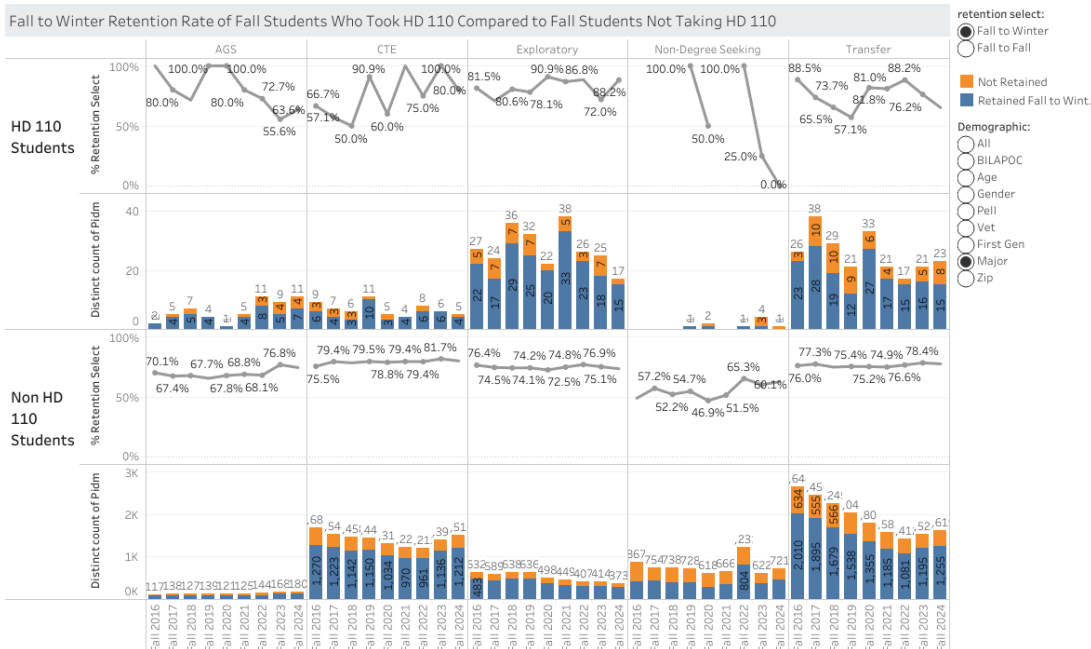


Table 21: Fall to Fall Retention, Veteran students

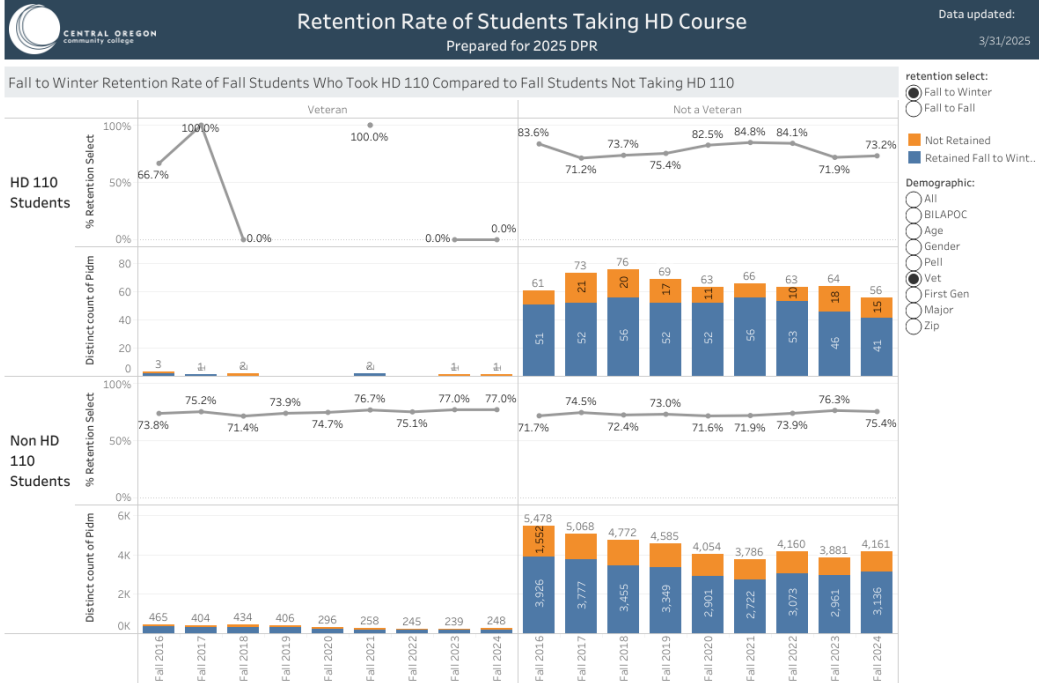
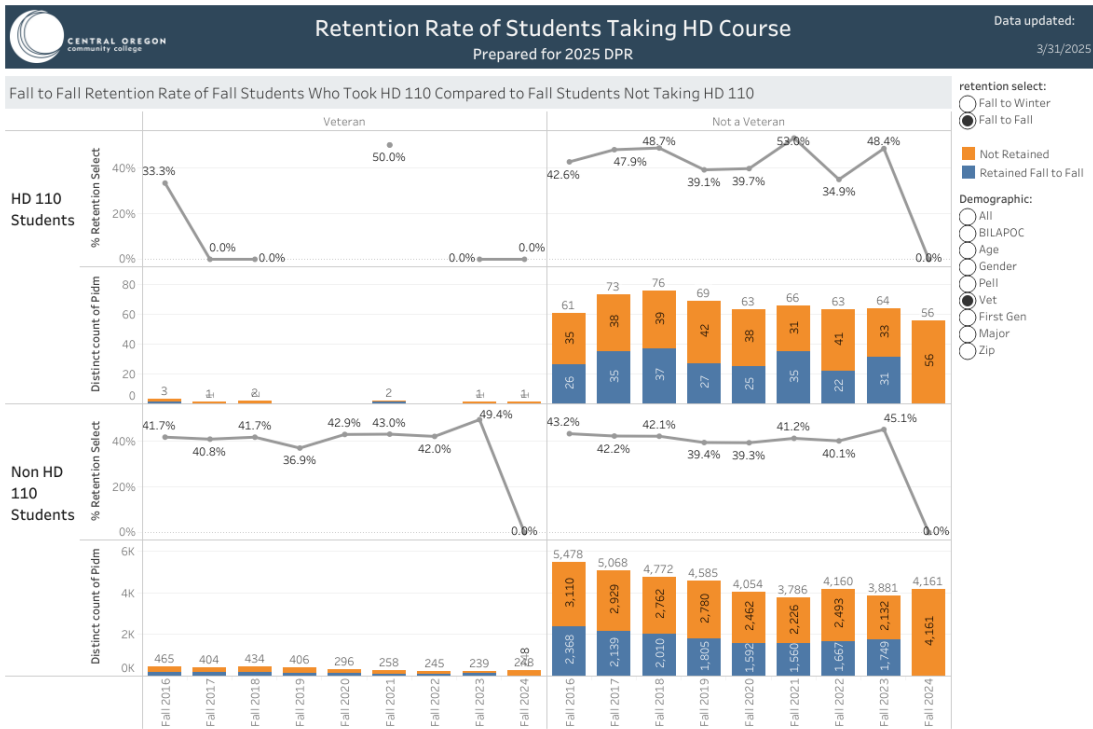


Table 22: Fall to Fall Retention: Veteran students



Appendix C: Attrition Rate

Table 23: Weekly Attrition Rates, Fall, all students



Measures the change in registered students from the 1st day to the end of the term.

[Tutorial](#)

Select Term:

- Fall
- Spring
- Summer
- Winter

Campus Select:

- Bend
- Madras
- Off-campus location
- Online
- Prineville
- Redmond
- Remote Delivery

More Info



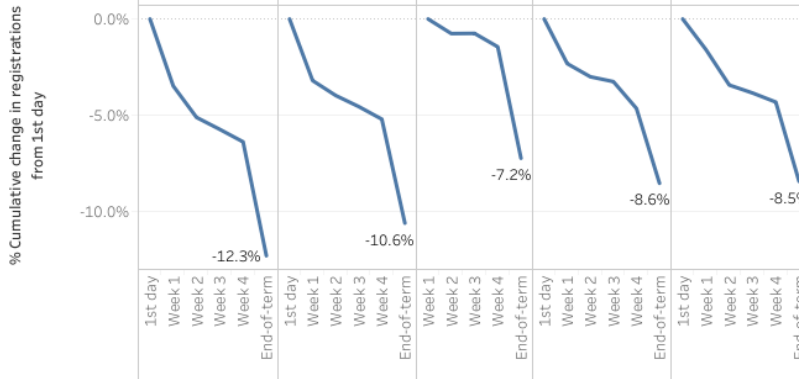
Weekly Attrition Overall College

End-of-term = data is complete for the term. Term-to-date = data as of last updated date (top right).
Hover over lines to registration numbers.

Characteristic Select

- All
- BILAPOC
- Gender
- PELL
- VET
- First Generation
- Age
- City of Residence
- Instruct Method

Click on characteristic to highlight in chart:



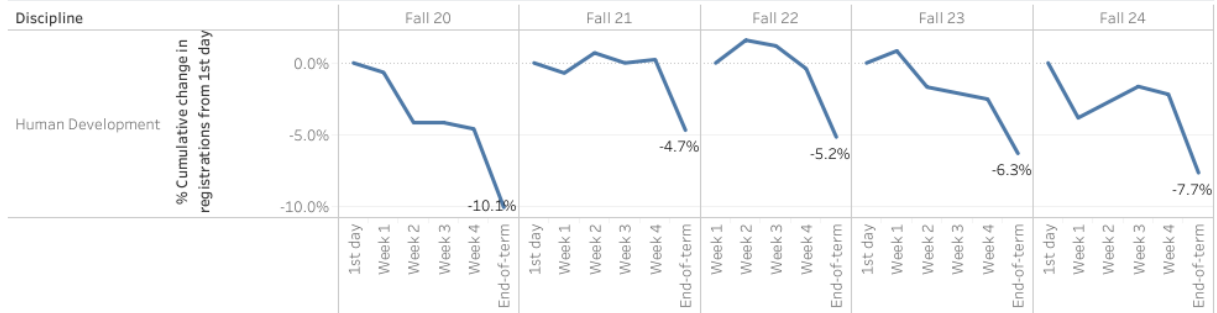
Select Discipline:

Human Development

Weekly Attrition by Discipline

Discipline Selected: Human Development

Hover over lines to see registrations counts



Select Course:

All

Select Summary Level:

- Show Course Level
- Show Section Level

Weekly Attrition by Course and Section

Discipline Selected: Human Development

Hover over lines to see registration counts

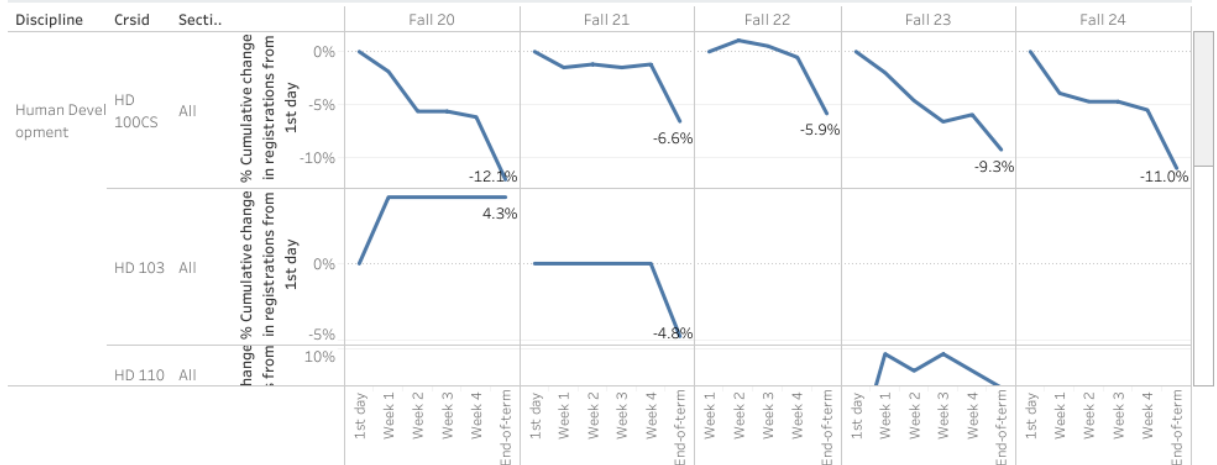


Table 24: Weekly Attrition Rates, Veteran students

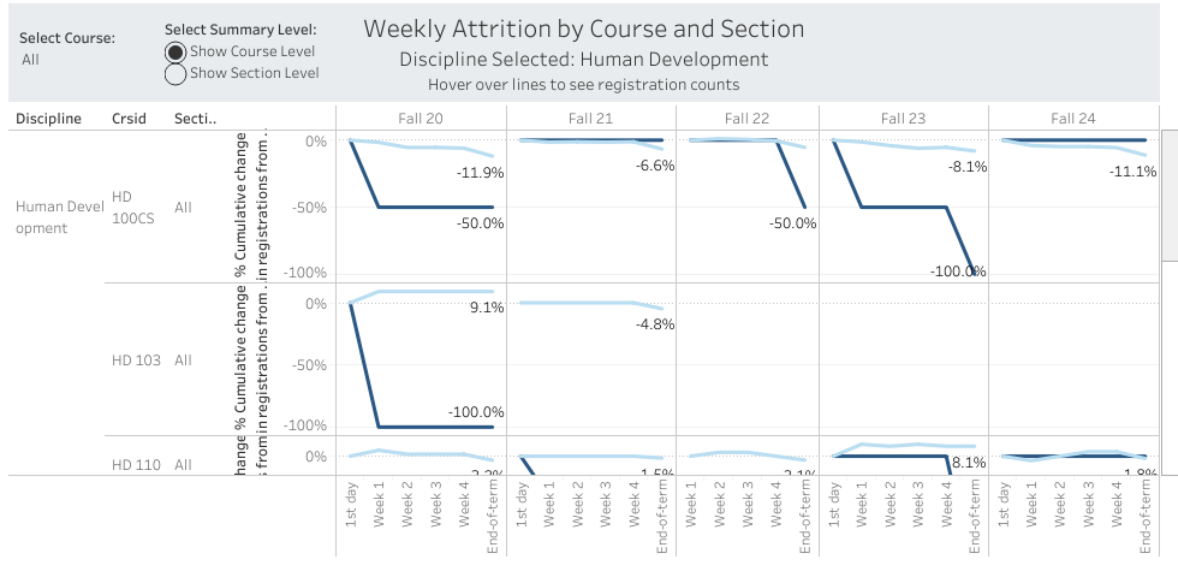
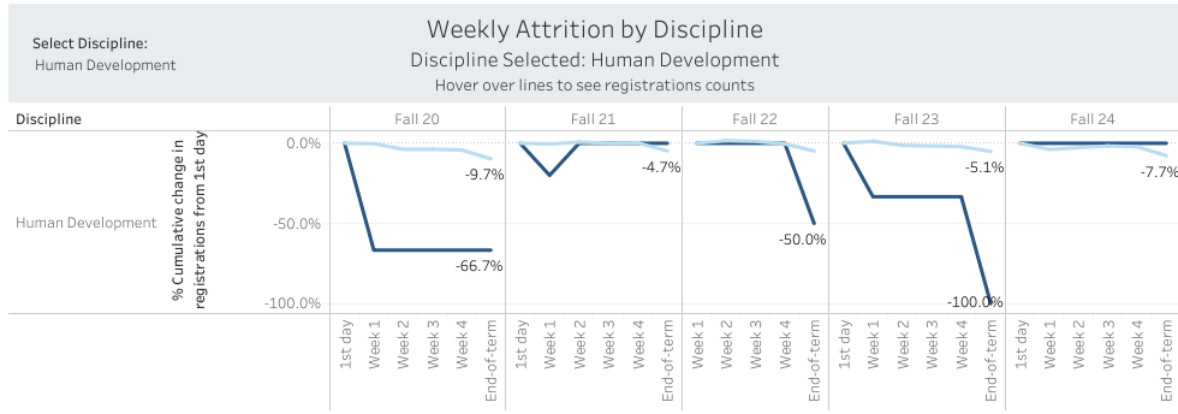
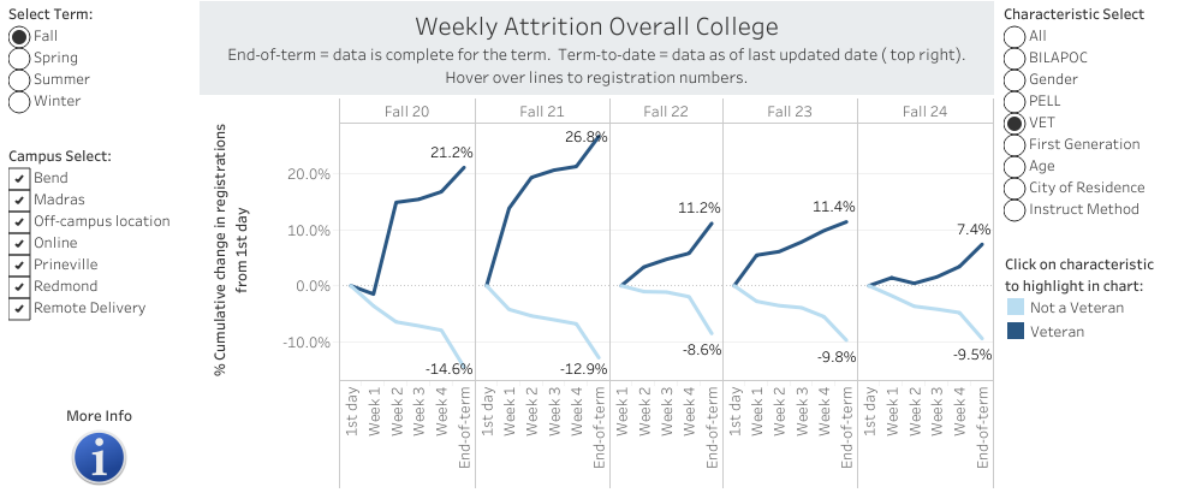


Course Attrition Rates

Measures the change in registered students from the 1st day to the end of the term.

Data Updated:
3/31/2025

[Tutorial](#)



Appendix E: Successful Course Completion



Successful Course Completion

Percent of course registrations that were successful (Grades A,B,C,P)
Examines Certificate/Degree seeking students

Data updated:
3/31/2025

[Tutorial](#)

Select Term or Annual:
Annual

Discipline:
Human Development

Subject:
All

Course:
Multiple values

Select Variable:
(see info button for definitions)

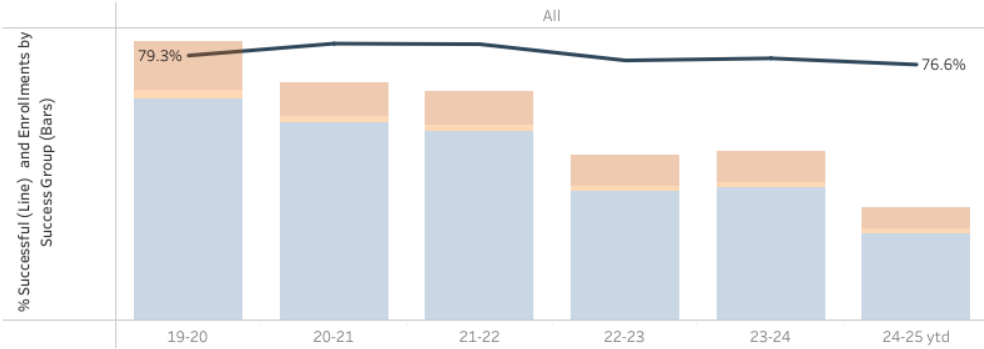
- All Students
- Gender
- BILAPOC Students
- Age
- Veteran
- Financial Need
- FT/PT Status
- Student Type
- City of Residence
- Program Type
- Instructional Method
- Campus

- Unsuccessful
- Drop 5th -7th
- Successful

Discipline Course Success by All Students

Discipline Selected: Human Development, Subject: All, Course: HD 100CS, HD 100PM, HD 100TT and 11

[More info](#)



COCC Overall by All Students

CTE/Transfer Comparator Selected: All

Select Transfer/CTE Comparator:

All

