



CENTRAL OREGON
community college

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Department and Program Review Response Letter Human Development

June 6, 2025

Dear Sara:

Thank you for taking part in Department & Program Review (DPR) this year. The DPR process reveals critical connections that link your strengths, needs, values, priorities, and plans to those of the College. Further, it supports our commitment to innovation through continual improvement. We commend your dedication to empowering our students, engaging our communities, and supporting our values. This response to your report is based on what we see as your successes, what you and we identified as challenges, and guidance on how to proceed with the goals and needs you have described.

Successes and Kudos

We'd like to start out by highlighting a few areas of strength for your program. One major one is your breadth and depth of cross-college partnerships; these include College office and departments such as Office of High School Partnerships, the Office of Diversity and Inclusion, the CAP Center, and First Year Experience in addition to collaborations on events put on by other programs such as Psychology's Friday Learning Community and ECE's Early Learning Conference. Through these efforts, you build connections, support students holistically, and learn from these areas for the benefit of your students.

We also would like to praise your commitment to access, offering courses at all campuses, Deer Ridge Correctional Institution, and online. This is especially impressive given your limited staffing, at one full-time faculty member, a shared adjunct, and several part-time faculty.

Finally, we'd like to note your openness to and use of data to improve your program. We were impressed to see the positive effect on retention correlated to completion of HD 100CS: College Success. Further, we see that you identified a challenge in veteran student attrition and have already begun brainstorming strategies to better assist this population, including workshops and a college success course designated for veterans.

Challenges

A major challenge that you have identified is declining enrollment in HD courses since Oregon Promise no longer requires the completion of college success courses for students to maintain funding. Because HD courses are not required for programs, and because students may incorrectly perceive limited value to these courses, it can be hard to get them to opt in. You proposed the idea of late-start courses, where students could enroll after they've discovered within their other coursework a need for the strategies and support that HD courses bring – we encourage you to continue considering this option as we plan the 2026-27 course schedule.

You've also noted some questions about how Human Development fits into the Guided Pathways model. We appreciate your participation in the Trailhead Courses Work Group and the ideas you bring, and hope that HD can continue to serve as a model for other programs of how to facilitate career exploration, self-reflection, and

development of a sense of belonging. As the implementation of Guided Pathways continues to develop, we look forward to continuing to benefit from your insight as an expert in these areas.

Finally, a staffing-related challenge you've noted is the retention of part-time faculty. You've noted that this is largely due to part-time faculty taking on other roles at the College – so, while we recognize this as a challenge for maintaining your breadth of access, we are also very appreciative of the role your program serves in connecting excellent staff with the institution.

Goals and needs

Integration of Human Development into Guided Pathways (GP) work

Some ideas we discussed included development of library of resources for faculty to use in relation to their trailhead and other courses, and the implementation of HD 110 as a course tailored for every Education Pathway. We suggesting working with your dean to request SP funds for this work. You also mentioned that support would include clarity about how HD can serve GP, inclusion of HD courses on the website in some a more visible way that integrates with Guided Pathways, and encouragement of faculty to reach out to Sara for assistance.

High School Partnership expansion

In order to remain responsive to high school partners, you mentioned the potential need for non-instructional load or innovation funds to develop resources and materials to support curriculum and outreach efforts. As you develop plans, discuss with your dean any details you have to identify what kind of resources may be available to help with this work.

CTE partnership expansion

In our meeting you indicated that you are hoping for greater awareness among faculty of HD so that they can make a referral to you or your instructors or struggling students. As you have done before, we recommend continued visits and presentations to CTE Council. We wondered if some kind work group out of CTE Council would also be useful; this would be something to explore with that group next year.

Faculty stabilization

For this goal, you requested funds for training such as we had under Title III. This might be gatherings with part-time faculty to share ideas, especially if you have a large group of newer faculty due to turnover. We began providing pay for part time faculty to participate in meetings and trainings over the last few years, so please work with your chair and dean to identify the budget line to use.

You also suggested the need for an adjunct position. While our budget for adjuncts is fully spoken for at the moment, you may submit a request for 2026-27. As we discussed, you may also consider pairing up with another department on this request in order to meet needs of more than one area.

Support for veteran students

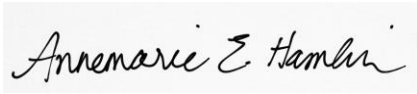
This is a good idea; talk with your dean more about this in order to develop your ideas more fully.

Conclusion

Thank you for your ongoing dedication to student readiness. Together, we can build on our achievements, address the challenges ahead, and meet the evolving needs of our students. If you have any questions or need further clarification, please reach out. We look forward to working collaboratively to enhance the quality and imp

of the Human Development program.

Sincerely yours,

A handwritten signature in cursive script, reading "Annemarie E. Hamlin". The signature is written in black ink on a light gray rectangular background.

Annemarie E. Hamlin
Vice President of Academic Affairs

A handwritten signature in cursive script, reading "Jessica Giglio". The signature is written in black ink.

Jessica Giglio
Instructional Dean

A handwritten signature in cursive script, reading "Tony Russell". The signature is highly stylized and circular, written in black ink.

Tony Russell
Instructional Dean