

## **Annual Program Report**

### **Department of Human Development and Women's Studies**

#### 1. A Brief Self Study

##### Department Planning:

The Department of Human Development and Women's Studies (formerly the Department of Human Development – the name was officially changed Spring 2009) completed its second year in operation under the new HDEV curriculum, which was approved by all university committees and instituted in Fall 2007. The new curriculum offered for the first time a completely online Human Development major that gained WASC accreditation in June 2007. The online degree program included the provision that all required Upper Division GE courses be taken online, making it the only completely online degree program in CLASS. Members of the initial student online cohort are graduating in June 2009. The success of the program is indicated by an increase in applications making it possible for us to have two totally online cohorts beginning in Fall 2009 (a cohort consists of approximately 30 students).

##### Review and Assessment Processes:

We are extremely pleased and excited to report that all university committees and the Academic Senate have approved California State University, East Bay's first major in Women's Studies. The department is now waiting for approval from the Chancellor's office for the new major. Once we have the Chancellor's approval we plan to apply to WASC for online accreditation.

Since 80% of the courses in the revised HDEV curriculum are entirely new courses, a major task for faculty members was to ensure that these courses were both developed and implemented according to the standards and measures described in our "Five Year Report." The department has developed a set of instructors' course outlines and course guidelines for all the junior foundation courses and the capstone courses that all majors are required to take. These course outlines and course guidelines define the function of the courses in the program, the type of expected student work and the learning outcomes for each course. The purpose of this is to ensure that all of the five student learning outcomes will be represented adequately across the range of required courses. After the experience of teaching each of these courses for an academic year, we are now revising all of the course outlines and guidelines.

##### Programmatic Needs:

The most pressing concern the department has is its need for additional tenure track positions. At present (2009) there are 11 tenured or tenure track faculty. Even though two new hires have joined the department this year, the department is still far from its goal of having 75% of its courses taught by tenure track faculty. The department now has approximately 550 majors, a growth due in part to its pioneering role in online education at CSUEB. An investment to improve and expand the university infrastructure to help with the needs of online students would be very helpful.

## 2. Summary of Assessment Results

### Assessments and necessary revisions:

Regarding our online degree program, surveys and focus group discussions conducted among a sample of these students show that they appreciate the new program: they found it well designed, educational, and challenging. All of our majors, regardless of mode of delivery, say that they have learned much of practical value that they can apply immediately in their work, and they praise highly the offering of the program on both Hayward and Concord campuses, and the combination of face-to-face, hybrid, and online course formats. Nevertheless, students do find challenges and difficulties. Many HDEV courses have long wait lists, and some courses are not open to all students during the first few days of enrollment, which raises anxiety among students who try to get into these them. The department has completed the first round of new course offerings based on the new curriculum, is in the process of fine-tuning the course requirements and goals. We will soon have a “Curriculum Map” that links the five student learning outcomes with all of our required courses.

A Curriculum Map will be extremely useful for our 50 First 5 Scholarship students from Alameda and Contra Costa Counties all of whom are working full-time as early childhood educators.

In an attempt to create a sense of belonging for our diverse Human Development majors such as the First 5 students and the online degree students, we have reinstated a “Department of Human Development & Women’s Studies Community Newsletter.” The publication is available in hard copy and online.

### Assessments and implementation:

The department faces some challenges in implementing its assessment plan. First, the current PeopleSoft data system does not provide adequate information. For example, it does not identify those students who just declared the major for each quarter. This makes it impossible to find students for “entry” assessment. Also, it does not indicate the “option” of the majors. Therefore, we cannot even have a clear idea about the distribution of our majors across our five Options. Second, we have repeatedly requested the university to provide tools needed for assessment (e.g., online survey programs for data collection), and the university has not yet addressed it. Third, a comprehensive and systematic assessment exercise requires significant faculty time. It cannot merely rely on committee work in the long term. The university has never provided a guideline regarding this issue. We believe this is a systemic issue, rather than just specific to our department.

### Assessments and programmatic needs:

In order to meet its goal of having 75% of courses taught by tenured or tenure track faculty, the department has requested one shared new hire for 2010-2011: Early Childhood/Cognitive Development. The shared position was created at the suggestion of the CLASS dean. For 2012-2013 we have requested one new hire: Public policy/Service learning and Women. Both requests are in keeping with the CLASS hiring plan .