

## **Annual Program Report (2009-2010)**

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

#### 1. A Brief Self Study

##### Department Planning:

The Department of Human Development and Women's Studies formulated its Mission and Goals, its five major Student Learning Outcomes, and associated Indicators (this is described in depth in the Five Year Report submitted Fall Quarter 2006). During this academic year we secured academic approval by all university committees to grant an online **Certificate in Early Childhood** that will be offered through Continuing and International Education, beginning Fall 2011.

The Chancellor's Office has given approval for the Department to offer a **BA Degree in Women's Studies**. Unfortunately, due to budgetary constraints, Interim Provost Fred Dorer suggests that we find another way besides state support to implement this new academic offering (letter of September 18, 2009). The Department is currently in the process of obtaining both university approval and WASC accreditation to offer the BA in Women's Studies online.

Our Department is in the preliminary stages of developing a new BA in **Early Childhood Development**. Currently the CSU system has only one campus offering that major, but the state of California is planning to require the BA degree for all preschool teachers in the next few years. We intend to make this an online offering; it will be the only such online offering in the CSU system.

##### Review and Assessment Processes:

The Department has developed a Curriculum Map for assessing Student Learning Outcomes [SLO's] (last revision May 2010). The map shows both primary and supplemental SLO's. The five primary SLO's include demonstration of core knowledge, critical thinking, application of HDEV knowledge and skills, research skills, and understanding self reflectively and others empathically. It is our plan to implement a major program assessment utilizing electronic portfolios based on the Curriculum Map.

##### Programmatic Needs:

The most pressing concern the Department has is its need for additional tenure track positions. At present (2010) there are ten tenured or tenure track faculty. The Department is far from its goal of having 75% of its courses taught by tenure track faculty.

Human Development and Women's Studies has over a thirty year history of successfully offering distance learning to our diverse student population. As such, we are a leader in online education in CLASS. An investment to improve and expand the university infrastructure to help with the needs of online students would be very helpful. Although students flock to our online course offerings, there are many unresolved problems with Blackboard, e.g., the denseness and unnecessary complexity of its Discussion Board structure and its intolerance of student error. In addition, our faculty is in desperate need of new laptop computers.

## 2. Summary of Assessment Results

### Assessments and necessary revisions:

We have completed a Curriculum Map for all of our courses, and have designed the guidelines for each course. All course guidelines and sample syllabi based on them will be completed by Fall 2010.

Regarding our online degree program, surveys and focus group discussions conducted among a sample of these students show that they appreciate this program: they found it well designed, educational, and challenging. As a result, we have added a third option to our online degree program: Early Childhood Development. It is now possible to earn a BA in Human Development with an option in Early Childhood, Adult Development and Gerontology, or Women's Development. All of our majors, regardless of mode of delivery, continue to 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. This year due to financial constraints we were not able to offer the complete range of courses that our students need to graduate.

On the basis of assessment results from our 50 First 5 Scholarship students from Alameda and Contra Costa Counties (all of whom are working full-time as early childhood educators) the department took these actions: 1) created an online **Certificate in Early Childhood**; 2) is developing a new BA in **Early Childhood Development**; 3) has modified two required core courses – HDEV 3203 (Application of Theory and Method in Human Development) and HDEV 4811 (Senior Research Seminar in Human Development) to meet the special needs of this group of students

### Assessments and implementation:

The department faces some challenges in implementing its assessment plan. First, the current PeopleSoft data system still does not provide adequate information. The institutional research data is not easily accessible, nor is it timely and accurate for departmental curriculum and enrollment policies. 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.

