

California State University, East Bay

5-Year Program Review for Department of Human Development and Women's Studies

[2018-2019]

Self Study and 5-Year Plan approved by faculty on: 12/05/2018, by unanimous approval

External Reviewer Report received by the program on: [insert date]

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Summary

The Department of Human Development and Women's Studies offers an undergraduate B.A. degree in Human Development, a minor in Human Development, and a minor in Women's Studies. Each Human Development major selects an option (now referred to as concentrations) in one of the following areas: Early Childhood Development, Childhood Development, Adolescent Development, Adulthood and Gerontology, and Women's Development. Completion of a degree in Human Development indicates that a student has completed all core requirements and option/concentration courses within the major.

The Department of Human Development and Women's Studies continues to provide a unique option within the range of academic programs available at California State University, East Bay. The department offers its undergraduate students a rigorous, stimulating, and empowering education in the field of lifespan development. This education systematically incorporates course assignments, individual projects, and group tasks that enable students to apply scholarship in human development to the practical problems they may face in their current or future careers, in their personal lives, and in their roles as citizens. Human Development is a truly interdisciplinary program. It fosters critical comparison and integration of various disciplinary, theoretical, and methodological approaches to lifespan development, drawing on the strengths of a diverse faculty with different areas of training and expertise.

Students are able to complete the B.A. in Human Development through a course system that maximizes their ability to choose between face-to-face, hybrid and online forms of instruction. This provision through multiple platforms maximizing personal choice is well suited to the lives of working adults. It allows and even encourages each student to design an individualized pathway through the Core, Option (now referred to as concentrations) and Capstone courses required for the completion of the degree. The department's evolving system of instruction makes extensive use of new technologies to enrich and enliven curriculum and facilitate interaction between faculty and students. As a CSUEB leader in online instruction, it has drawn increasing numbers of distance- learning students to Human Development courses and to the University. In comparison to the general student population of California State University, East Bay, Human Development students are significantly older, more advanced in their careers, and more culturally diverse.

1.1 Self-Study Summary

The Department of Human Development and Women's Studies successful conversion to the semester system has been the most significant initiative undertaken since the previous 5 Year Plan. Presented with converting to semesters, the department took the opportunity to transform the entire major curriculum. Faculty members spent numerous meetings discussing curricular needs, working through unit options, planning out schedules, and creating sample syllabi. Each existing course on the quarter system was either changed to be more reflective of the evolving field of human development or removed from the curriculum. For example, in our old curriculum all majors took a course entitled "Girls & Women Across the Lifespan." This course was discontinued and has now been replaced with the class "Gender, Race, and Class in Human Development." We felt this course would provide our students with a fuller understanding of marginalized populations in our society. Additionally, new courses were created that demonstrate the department's desire to stay current and topical (e.g., HDEV 433: Technologies, Media, and Adolescence). Semester conversion also provided the opportunity to assess how student needs were being met in regards to major advising, university procedures, future graduate school and employment opportunities. The distant learning modality utilized by many of our majors makes coming to campus for advising and consultation difficult. To better serve our students, we included 2 one unit courses, HDEV 300 and HDEV 400. HDEV 300 is taken by students in their first semester and provides practical information and advising tools for moving through the major. HDEV 400 is taken by students at the end of the major and provides practical information and "how to" guidance related to graduate school and employment opportunities.

During the conversion process the Human Development faculty have spent a significantly considerable amount of time advising bridge students. These are the students that started on the quarter system and continue on in the semester system. The hundreds of majors needing this type of intricate advising added a considerable workload to the tenure track/tenured faculty. Collectively, the department met on many occasions to create pathways and contingency plans to guide students towards graduation.

The department sought to grow its tenure track faculty and did so with 2 new hires. Dr. Sara Smith, a specialist in applied linguistics and second language acquisition, joined the department in Fall of 2014. And Dr. Mariana Guzzardo, a specialist in adult development and gerontology, joined the department in the Fall of 2017. Both hires filled critical needs within the department but gaps still remain. The balance of faculty members continued to be very productive during the last five years. They have been actively engaged in research and professional activities that have

strengthened our department. Over the past five years TT faculty members collectively published over 55 times, presented at a substantial number of conferences, and received various grants and awards.

During the past five years the department was able to expand its presence in Meiklejohn Hall. Each faculty member now has a private office. Previously faculty members were required to each share an office. Having individual offices has enabled faculty to be more flexible in their schedules, providing more opportunity for student meetings, and research collaborations.

Reflecting on the trends and program statistics reveals a department that continues to grow. In large part this is due to the department's willingness to embrace various forms of teaching modalities (i.e., online, hybrid, face to face). Providing these different options has proven very popular with our students and continues to serve as a draw for transfer students both locally and nationally.

As evidenced by the overall SFR (currently 37.9), the department continues to be a valuable and financially advantageous member of the college and university. At the start of beginning of the being the semester system, our new curriculum has been designed to continue this trend.

Specifics as follows:

The number of majors within the department remains robust and is trending upward. For example, in 2012 there were 462 majors and the major count for Fall 2017 was 538.

The FTES of the department has continued to rise, going from 402 in 2014 to 445 in 2017.

The overall SFR for the department is a healthy 37.9, up from 34.4 in 2015.

The ratio of full time to part time faculty is approximately 50% (full time) to 50% (part time).

Due to the upper division nature of our department, it is appropriate to look at the transfer graduation rates. The two year rate in 2014 was 50% and the three year rate was 73.2%.

1.2 Plan Summary

As previously indicated, one of the department's major accomplishments has been the complete transformation of our curriculum for semester conversion. At the time of this writing, the department is currently running our first semester of the new transformed curriculum. Over the next five years, the curriculum will be monitored and assessed. Schedules will be examined for

enrollment patterns and changes will be made accordingly.

In conjunction with the switch to conversion, faculty will continue to advise our bridge students. This includes students majoring and minoring in Human Development and students minoring in Women's Studies. We anticipate this need for additional advising support to carry on for the next couple of years.

The department plans to discontinue our Certificate in Early Childhood Development and replace it with a new minor in Early Childhood Development. This will provide students with a clearer path towards meeting the requirements for Child Development Permits as specified by the California Commission on Teaching Credentialing (CTC).

The department plans to revisit a proposed plan to offer a B.A. degree completion in Early Childhood Development. This new B.A. degree was moving through the approval process when a university wide hold was placed on all new majors and minors with the upcoming semester conversion.

Given that the Human Development major consists of only upper division courses the vast majority of our majors come to us as transfer students. As such, the department will work to strengthen relationships with regional community colleges. The goal is to provide community colleges with material related to the major and help to make the transition from community college to university a smooth process.

Over the next 5 year period, the department will seek additional tenure track faculty. As the number of majors continues to rise the need for more faculty grows. While the department has many excellent lecturers, they are unable to help with student advising and curricular development. As such, the heavy reliance on adjunct faculty needs to be reduced.

The department would significantly benefit from additional staffing in the office. Previously, two full time employees staffed the department office. We now have one full time administrative coordinator (now with 100 more majors than when there were 2 full time staff). The workload for this individual is substantial and the department will seek ways to ameliorate her duties.

2. Self-Study

2.1. Summary of Previous Five-Year Review and Plan and Subsequent Annual Program Reports.

The Department of Human Development and Women's Studies accomplished many of the goals set forth in our previous Five Year Plan (2012).

This includes:

- Two new tenure track faculty members were hired, Dr. Smith and Dr. Guzzardo.
- A revision of the Women's Studies Minor - submitted and approved as part of the department's semester conversion package.
- Modification of the Early Childhood Certificate curriculum, approved in June, 2015.
- Modification of the Early Childhood Option curriculum, approved in June, 2015.
- Prior to the semester transformation of all of the curriculum, two new classes were submitted and approved: HDEV 2001: Human Development in Contemporary Society (approved as a lower division GE course) and HDEV 4450 - Human Development and Conflict in Contemporary Society.

Some of the actions items listed in the previous report had to be put on hold due to semester conversion. This included university approval for the new B.A. degree completion in Early Childhood Development and a new minor in Early Childhood Development.

An attempt was made to hire on additional administrative personnel. However, the employment search was unsuccessful and we were not permitted to run a subsequent search.

The department had hoped to offer a B.A. completion degree in Women's Studies, offered through Self-Support. A great deal of effort went into this program and we felt that it provided a rigorous and comprehensive degree. Sadly, when offered through Self-Support it did not garner enough enrollment and as such has now been removed from the offerings. A heartfelt appreciation to Dr. Lynn Comerford who spearheaded this endeavor.

Lastly, the department had planned to submit a course revision proposal for HDEV 3333 - Cultural Construction and Human Development. However, the department reconsidered and did not pursue the revision.

a) Curriculum

As previously mentioned, the entire curriculum for the Human Development major was transformed in association with the conversion to semesters. The first classes are being offered Fall, 2018. The department sought to reconceptualize the major in ways that made it more inclusive and pedagogically sound for our students. The new curriculum will be closely monitored, assessed, and changed as the need arises.

See Appendix A for curricular documents submitted for curriculum transformation.

b) Concord Campus

Previously the department had a large presence at the Concord campus. However, student enrollment began to slow for these face to face classes and we successfully switched them to online courses. We do not presently offer any face to face classes at the Concord campus nor do we intend to in the future.

c) Faculty

During the previous 5 year review (2011-2012) the department consisted of ten full-time faculty members. Since that time there have been many changes. As previously indicated we had 2 new hires, Dr. Smith and Dr. Guzzardo. However, the faculty composition has changed significantly. Dr. Guthrie and Dr. Bauer have retired, Dr. Guo has begun the FERP program, and Dr. Davis and our newer hire Dr. Smith have moved on to other positions. As such we currently have 8 full time tenured/tenure track faculty within the department. The major count for our last 5 year review was 416, it is currently 532. Given the increase of over 100 majors and the decrease in full time faculty, the department will be seeking additional tenure lines within the next 5 years. The extra load is not transferable to adjunct faculty as they do not participate in the following activities:

- They update, coordinate and integrate a curriculum that must be adapted to the different situations of Human Development Online Cohort Program majors, regular Human Development majors, Liberal Studies majors, Nursing students and PACE students.
- They create and manage a range of instructional systems (e.g., live classroom interaction, fully online classes and hybrid instruction) that enable working students to complete the Human Development major;
- They complete ever more complex committee and other service work at the department, college, university and community levels.
- They build and maintain the individual faculty-student relationships – based on advising and mentoring roles that sustains a department community of over 530 majors.
- In addition, they must carry out their own independent research and publish.

Given that about one half of our courses are still taught by part-time lecturers, it is very clear that we need additional tenure track hires. Faculty-student relationships are the foundation of learning communities formed within the department. They are closely related to student achievement and retention. The critical elements of these relationships include the many different tasks related to individual advising and mentoring. Our students greatly benefit from their advising relationships

with individual faculty members. First generation college students, older students returning to school after an absence of many years, and students with disadvantaged educational backgrounds often require added support as they attempt to meet the academic and personal challenges posed by a rigorous, interdisciplinary program. These important advising tasks can only be performed by tenured and tenure track faculty

d) Equipment and Facilities

The Department needs the continuing commitment from the university to refresh faculty computers and replace as needed. More and more faculty are relying on laptops.

When full time faculty are brought into the department, office space will be needed in Meiklejohn Hall.

e) Faculty Achievement in Research and Other Professional Activities

Faculty members have been actively engaged in research and professional activities. Given the interdisciplinary nature of the Human Development Department, faculty conduct research on a wide array of topics and publish in a myriad of journals. The diversity within the faculty translates into the classroom and provides our students with broad understanding of the developing human.

A review of the materials in Appendix A demonstrates the robust research agendas being carried out by faculty. The production level is significant especially given the high demands on teaching, advising, and committee work required within a large department and a CSU in general.

See Appendix B for a list of selected faculty achievements

f) Student Achievement

Human Development students have continued to demonstrate significant achievements. The department has had students publish their senior research projects in scholarly journals, had countless students continue on to graduate school, and many are making meaningful contributions to their communities.

See Appendix C for a list of selected student achievements

2.2. Assessment and Curriculum:

Below is a summary of the Program Student Learning Outcomes (PLOs) assessments for the review period from 2013-2014 through 2017-2018, including the HDEV program PLOs,

Curriculum Map aligned to PLOs, Assessment Measures used in the assessment for the 5 years, a summary of findings of PLO Assessment, and Discussion of Program Improvement. The full assessment reports for each of the 5 years are included in Appendix D attached at the end of the Report.

a) Program Learning Outcomes (PLOs)

Students graduating with a B.A. in Human Development from will be able to:

PLO 1. Demonstrate core knowledge in biological, psychological, and social aspects of human development; (ILO 2,6)

PLO 2. Demonstrate critical thinking ability to identify similarities, differences, and connections among human development perspectives; (ILO 1)

PLO 3. Thoughtfully reflect on the application of human development knowledge and skills to settings outside the university. Students should additionally be able to apply their knowledge and skills to new and diverse situations outside the university; (ILO 1,3,4,5)

PLO 4. Access information, design and carry out individual and group research projects, and present them clearly, logically and persuasively; (ILO 1,2,4,6)

PLO 5. Show ability to understand themselves reflectively and others empathetically and apply these skills to both academic and nonacademic contexts. (ILO 3,5)

b) Curriculum Map Aligned to PLOs



**Department of Human Development and Women's Studies
Curriculum Map #1: PLOs Aligned to Required and Elective Courses**

Revised 10/9/15

Elective and Required Courses taken by HDEV majors
I = Introduce, D = Develop, M = Master, and A= Assess.

Course Number and Title	R	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
HDEV 200 Human Development in Contemporary Society	E	I				
HDEV 300 Lifespan Human Development	E	I	I	I	I	I
HDEV 301 Theories of Human Development	R		I	I		I
HDEV 302 Research Methods in Human Development	R		I	I		
HDEV 311 Infant and Child Development	R	I	I	I		
HDEV 312 Adolescence and Emerging Adulthood	R	I	I	I		I
HDEV 321 Gender, Race & Class in Human Development	R	I	I	I		I
HDEV 322 Adult Development and Aging	R	I	I	I		I
HDEV 401 Applying Theories and Methods in Human Development	R		D	D	D	D
HDEV 411 Early Child Cognitive Development: Theory and Research	E	D	D	D	D	
HDEV 412 Early Childhood Social Development: Theory and Research	E	D	D	D	D	
HDEV 413 Children in Families and Communities	E	D	D	D	D	
HDEV 414 Creative and Artistic Development in Early Childhood	E	D	D	D	D	
HDEV 419 Contemporary Research Topics in Early Childhood	E	D	D	D	D	
HDEV 421 Child Cognitive Development: Theory and Research	E	D	D	D	D	
HDEV 422 Child Social Development: Theory and Research	E	D	D	D	D	
HDEV 423 Child Language Development	E	D	D	D	D	
HDEV 424 Global Perspectives on Children	E	D	D	D	D	
HDEV 429 Contemporary Research Topics in Childhood	E	D	D	D	D	
HDEV 431 Prevention and Intervention in Adolescent Development	E	D	D	D	D	

HDEV 432 Social Dimensions of Conflict in Adolescent and Adult Development	E	D	D	D	D	
HDEV 433 Technologies, Media, and Adolescence	E	D	D	D	D	
HDEV 439 Contemporary Research Topics in Adolescent Development	E	D	D	D	D	
HDEV 441 Human Development and Work	E	D	D	D	D	
HDEV 442 Health and Aging	E	D	D	D	D	
HDEV 449 Contemporary Research Topics in Adulthood and Aging	E	D	D	D	D	
HDEV 451 Midlife Transitions	E	D	D	D	D	
HDEV 452 Intimate Relationships	E	D	D	D	D	
HDEV 453 Sexual Orientations in Human Development	E	D	D	D	D	
HDEV 499 Senior Research Seminar	R	M/A	M/A	M/A	M/A	M/A
WOST 301 Women and Work	E	D	D	D	D	
WOST 302 Women and Families	E	D	D	D	D	
WOST 401 Feminist Theory	E	D	D	D	D	
WOST 402 Women's Bodies and Health	E	D	D	D	D	

c) Assessment Measures for Each PLO

Academic Year	PLO Assessed	Toot	Data	Participants
2013-2014	<p>PLO 3 (old PLOs then) Thoughtfully reflect on the application of human development knowledge and skills to settings outside the university. Students should additionally be able to apply their knowledge and skills to new and diverse situations outside the university.</p>	<p>PLO 3 Rubric by Modifying the AAC&U’s Integrative Learning Value Rubric</p> <p>Unacceptable 1 Developing 2 Proficient 3 Outstanding 4</p>	<p>191 course final papers from 9 sections of the course <i>HDEV 3202 Applying Theory and Methods in HDEV</i></p>	<p>All HDEV regular faculty lead by HDEV faculty assessment coordinator</p>
2014-2015	<p>PLO 4 Access information, design and carry out individual and group research projects, and present them clearly, logically and persuasively</p>	<p>PLO 4 Rubric by modifying the AAC&U’s Inquiry Analysis Value Rubric</p> <p>Unacceptable 1 Developing 2 Proficient 3 Advanced 4</p>	<p>85 papers from multiple sections of capstone course <i>HDEV 4812</i></p>	<p>All HDEV regular faculty lead by HDEV faculty assessment coordinator</p>

2015-2016	PLO 5 Show ability to understand themselves reflectively and others empathetically and apply these skills to both academic and nonacademic contexts	PLO 5 Rubric by combining and modifying the AAC&U's Civic Engagement Value Rubric & the Ethical Reasoning Value rubric	51 papers from 4 sections of <i>HDEV 3202 Applying Theory and Method in HDEV</i>	All HDEV regular faculty lead by HDEV faculty assessment coordinator
2016-2017	PLO 1 Demonstrate core knowledge in biological, psychological, and social aspects of human development	PLO 1 Rubric by HDEV faculty, Unacceptable 1 Developing 2 Proficient 3 Outstanding 4	25 papers from 4 sections of capstone courses <i>HDEV 4811</i> and <i>HDEV 4812</i>	All HDEV regular faculty lead by HDEV faculty assessment coordinator
2017-2018	PLO 2 Demonstrate critical thinking ability to identify similarities, differences, and connections among human development perspectives;	PLO 2 Rubric by HDEV faculty, adapted from AAC&U Critical Thinking rubric: Unacceptable 1 Developing 2 Proficient 3 Outstanding 4	24 papers from 6 sections of capstone course <i>HDEV 4812</i>	All HDEV regular faculty lead by HDEV faculty assessment coordinator

d) Summary of Findings of PLO Assessments Since Last Review

As shown in the table in c) above, assessments from 2013-2014 through 2017-2018 covered PLOs 1-5. All regular faculty participated in the design of the assessment tools, assessment of the students course products, and the “closing the loop” discussions.

For all the 5 PLOs, there was the expected normal bell-shaped curve, with the majority of the students fall in the 3 (proficient) and 2 (developing) categories, with the means hovering around 2.7-2.8, and small proportions of students in the low end (1=unacceptable) and high end (4=outstanding). These findings show the following major student learning related achievements:

1. The majority of students reach the average level of expectations for the targeted student learning outcomes.
2. The program student learning outcomes are overall adequately mapped to the required courses for the HDEV major, and students are learning toward the designed outcomes.
3. The program has succeeded in helping some students to achieve the top level of certain SLOs. But some students in the program need special attention for certain SLOs, as they are found in the “unacceptable” level.
4. There are some weakness in the systematic and sustained preparation leading to the ultimate end point of achieve certain specific skills (e.g., iterative and spirally advancing exercises within a course and across different courses in the program to help students achieve the systematic and critical integration of theories and ideas).
5. More cross-course integration/coordination (e.g., between the 2 capstone courses HDEV 4811 and 4812 in the quarter catalog)

Please see the specifics of assessment findings and result analyses in Appendix ?? that includes the annual reports of assessments for these 5 years.

e) Discussion of Program Improvement Actions Taken Based on the Findings

Assessment results lead to the following key program improvement key actions:

1. strengthened the connection between HDEV 4811 and 4812, and put clear guidelines for the expectations of what students need to produce to be ready for HDEV 4812. In the Semester conversion, HDEV 4811 and 4812 are merged into one 4-unit course, to allow more seamless connection of the goals from the two courses.
2. designate more courses with specific relevant course assignments for certain SLOs (e.g., SLO 5), to allow students to have more repeated exposures and training for the targeted learning outcome, with appropriate Initial, Developing, and Mastery level exposures.
3. Transformational redesign of the HDEV Major in the Semester Conversion, using the inputs from the multi-year assessment results.
4. Revised “course outline” and “sample syllabus” for each Core course of the major for the Semester curriculum.

2.3. Student Success

a) Graduation Rates

The Human Development major is all upper division. As such, the majority of our majors come to us as transfer students beginning their junior year.

Using available data, the two year graduation rate in 2014 was 50% and the three year rate was 73.2%. The only data available for 2015 was the two year graduation rate and it stood at 55.7%.

b) Achievement Gaps

Per the most recent data available, under-represented minorities (URM) have a graduation rate of 70.3% while non-URM students graduate at a rate of 84.3%. In the Fall of 2015, the majority of URM students were African American, Asian, and Hispanic.

c) Bottleneck Courses

The department tends to not have issues with bottleneck courses. Given the large presence of online courses within the department, we are often able to offer multiple sections of core requirements. As such, we do not run into space issues often faced by other departments.

When waitlists have reached their capacity, we have worked with the CLASS dean's office to make additional sections available for required courses.

d) Use of High Impact Practices

Human Development majors participate in high impact practices. All majors are required to take a HDEV 3202: Applying Theory and Methods (now HDEV 401 on conversion). This course has a required service learning component.

Many courses require collaborative assignments and projects.

The department's official online cohorted program provides students with de facto learning communities as they move through the major in set groups.

All majors are required to take HDEV 4811 and HDEV 4812. These are senior research capstone classes (now 1 class under semesters, HDEV 499). These classes serve as a culmination of the major coursework with each student conducting a complete research project from literature review, project design, data analysis, and discussion.

e) Course Redesign

As previously mentioned, the entire curriculum for the Human Development major was transformed in association with the conversion to semesters. The first classes are being offered Fall, 2018. The department sought to reconceptualize the major in ways that made it more inclusive and pedagogically sound for our students. The new curriculum will be closely monitored, assessed, and changed as the need arises.

f) Advising

Faculty-student relationships are the foundation of learning communities formed within the department. They are closely related to student achievement and retention. The critical elements of these relationships include the many different tasks related to individual advising and mentoring. Our students greatly benefit from their advising relationships with individual faculty members. First generation college students, older students returning to school after an absence of many years, and students with disadvantaged educational backgrounds often require added support as they attempt to meet the academic and personal challenges posed by a rigorous, interdisciplinary program. These important advising tasks can only be performed by tenured and tenure track faculty.

To effectively meet the needs of our older working adult students, the department routinely schedules day and evening face to face advising hours. Moreover, advising is offered online. Our HDEV faculty are trained to complete major check forms electronically. Students have the option of phone advising sessions from faculty offering face to face and online advising. The department offers walk -in advising (as opposed to appointments). Over the years we have found that walk-in advising encourages student-faculty contact. The range of advising possibilities open to our students has helped with retention. While it is the hope that students will connect with a faculty focusing on their option (for example, a Childhood option major would be encouraged to work with a faculty member with a research focus on childhood), any faculty member will work with any Human Development major.

2.4. External Comparisons

The program's course offerings, and how they compare to comparable to CSU programs, and nationally recognized programs

CSU East Bay 2018:

Requirements for Human Development BA Degree at CSUEB:

Requirements for the Human Development BA Degree include (I) Lower Division Core, (II) Upper Division Core, (III) Concentration Requirements, and (IV) the Senior Capstone.

Lower Division Core

Select three (3) courses for 9 units from the following categories, with no more than one course from each category (each course must be a minimum of 3-units each):

Select three (3) courses for 9 units from the following categories, with no more than one course from each category (each course must be a minimum of 3-units each)

Anthropology (cultural or social)

Psychology

Sociology

Human or child development

Ethnic or area studies

Human biology or physical anthropology

Additional categories (e.g., statistics, gerontology, developmental disabilities) may be approved by the department

Upper Division Core

The following 30 units of coursework are required:

HDEV 300 - Introduction to Human Development for Human Development Majors *Units: 1*

HDEV 301 - Theories of Human Development *Units: 4*

HDEV 302 - Research Methods in Human Development *Units: 4*

HDEV 311 - Infant and Child Development *Units: 4*

HDEV 312 - Adolescence and Emerging Adulthood *Units: 4*

HDEV 321 - Gender, Race & Class in Human Development *Units: 4*

HDEV 322 - Adult Development and Aging *Units: 4*

HDEV 400 - Futures and Careers for Human Development Majors *Units: 1*

HDEV 401 - Applying Theories and Methods in Human Development *Units: 4*

Concentration Requirement

Students must select one (1) of the following concentrations listed below for 10-12 units to complete the major. The courses you choose for this concentration requirement should correspond with your chosen concentration. You can choose from the following 5 Concentrations:

Early Childhood Development

Childhood Development

Adolescent Development

Adult Development and Gerontology

Women's Development

Senior Capstone Requirement

The following 4-unit course is required as the senior capstone:

HDEV 499 - Senior Research Seminar *Units: 4*

HDEV Major Requirements From Other Universities

Cornell University 2018:

Human Development 2018-2019

The requirements listed below pertain to all students matriculating in August 2018 and January 2019. All of the following sections are required to be completed to graduate.

Courses in areas 1-12 must be taken for a Letter Grade.

HD Introductory Courses (6 credits)

Take both of the following:

HD 1150 Intro to Human Development: Infancy & Childhood

HD 1170 Intro to Human Development: Adolescence & Emerging Adulthood

Breadth requirement (6 credits)

Students must take two courses to fulfill this requirement, one course from Mind, Health & Emotion AND one course from Cognition, Brain & Behavior

Breadth courses can be found online: <https://www.human.cornell.edu/hd/academics/undergraduate> click Degree Requirements, (curriculum sheets)

Note: Courses taken for this area cannot also count in Area 3 (HD 3000/4000 level Electives) or Area 4 (Additional HD Electives).

HD 3000/4000 Electives (18 credits minimum)

6 of these credits must be at the 4000-level.

Note: This may include up to 3 credits of HD 4000, 4010, or 4020. This may also include up to 3 credits of HD 4990. HD 4030 and HD 4980 cannot be used to fulfill this requirement.

Note: Courses taken for this area cannot also count in Area 2 (Breadth requirement) or Area 4 (Additional HD Electives).

Additional HD Electives (6 credits minimum)

Minimum of 6 additional HD credits (any level) not used for any above requirement.

Scientific Research Methods (Variable)

Can be fulfilled by one of the following:

HD 2830 Research Methods in Human Development

BIOG 1500 Investigative Biology Laboratory

Score of 5 on AP Biology

Note: This requirement must be fulfilled before the senior year.

Note: Students who plan to complete the HD [Honors Program requirements](#) must take HD 2830. Biology laboratory courses may not be used to fulfill the Research Methods requirement for the HD Honors program.

First Year Writing Seminars (6 credits)

Note: The 2 required first year writing seminar courses must be completed during the first two semesters at Cornell.

Social Science (6 credits)

Any 2 courses with the Course Distribution SBA or KCM

Note: Courses cross-listed with Human Development cannot be used to fulfill this requirement.

Humanities (3-4 credits)

Choose any course with the Course Distribution HA, LA or CA.

Statistics (4 credits)

Must be taken at Cornell, AP Statistics is not accepted

Choose one of the following:

AEM 2100 Introductory Statistics

BTRY 3010 Biological Statistics I

ILRST/STSCI 2100 Introductory Statistics

MATH 1710 Statistical Theory and Application in the Real World

PSYCH 2500

UC Davis 2018:

Human Development

Human development explores the developmental process in humans throughout the life cycle. Biological, cognitive, and personality/sociocultural aspects of development are studied.

The Program. Human development majors complete a group of preparatory courses in anthropology, general biology, genetics, history, philosophy, physiology, psychology, and statistics. Upper division students can design their programs in consultation with a faculty member to emphasize a particular interest. For instance, students can study the cognitive, social, and biological aspects of human development while emphasizing child or adult development.

Internships and Career Alternatives. At least one practicum course is required. A second practicum or supervised internship can be used to fulfill the restricted elective requirement for the major. In addition, students can intern in schools, early childhood education or senior centers, hospitals, rehabilitation centers, probation offices, group foster homes, mental health clinics, or as tutors for handicapped or bilingual students. Human development graduates fill a wide variety of positions in preschools, elementary and special educational settings, programs designed for parents, families, and the elderly, as well as governmental jobs related to social services for people of all ages. Students who emphasize biological aspects of human development can apply to medical school or pursue training for positions in the health sciences. Human development prepares students to pursue advanced degrees in behavioral and social sciences, education, social work, family law, or health sciences.

Preparatory Requirements. UC Davis students who wish to change their major to Human Development must be in good academic standing. Students must complete the following courses with a combined grade point average of at least 2.500. All of the following courses must be taken for a letter grade:

PSC 001

Choose one: STA 010, 013, 013V; PSC 041; SOC 046A, 046B

Choose one: ANT 001, 002, 015

Choose one: BIS 002A, 010, 010V; MIC 010; MCB 010; NPB 010, 012, 101

Students must have achieved a 2.000 GPA in any required upper-division courses taken prior to declaring the major.

Courses in HDE:

HDE 012—Human Sexuality (3)

HDE 092—Internship (1-12)

HDE 098—Directed Group Study for Undergraduates (1-5)

HDE 099—Special Study for Undergraduates (1-5)

HDE 100A—Infancy and Early Childhood (4)

HDE 100B—Middle Childhood and Adolescence (4)

HDE 100C—Adulthood and Aging (4)

HDE 101—Cognitive Development (4)

HDE 102—Social and Personality Development (4)

HDE 103—Cross-Cultural Study of Children (4)

- HDE 110—Contemporary American Family (4)
- HDE 117—Longevity (4)
- HDE 120—Research Methods in Human Development (4)
- HDE 121—Psychological Assessment (4)
- HDE 130—Developmental Psychopathology (4)
- HDE 132—Individual Differences in Cognition (4)
- HDE 140—Communication and Interaction with Young Children (2)
- HDE 140L—Laboratory in Early Childhood (3-5)
- HDE 141—Field Study With Children and Adolescents (4-6)
- HDE 142—Field Study with Emotionally Distressed Children and Adolescents (4-6)
- HDE 143—Field Studies of the Elderly (4-6)
- HDE 160—Social Aspects of Aging (4)
- HDE 161—Applied Cognition and Aging (4)
- HDE 163—Cognitive Neuropsychology in Adulthood and Aging (4)
- HDE 190C—Introductory Research Conference (1)
- HDE 192—Internship (1-12)
- HDE 198—Directed Group Study (1-5)
- HDE 199—Special Study for Advanced Undergraduates (1-5)
- HDE 200A—Early Development (4)
- HDE 200B—Middle Childhood and Adolescence (4)
- HDE 200C—Development in Adulthood (4)
- HDE 203—Adolescent Behavioral and Emotional Development (4)
- HDE 204—Developmental Neuroscience and Adolescent Psychopathology (4)
- HDE 205—Path Analysis, Factor Analysis, and Structural Equation Modeling (4)
- HDE 205—Longitudinal Data Analysis (4)
- HDE 207—Topics in Applied Cognitive Aging (4)
- HDE 210—Theories of Behavioral Development (3)
- HDE 211—Physiological Correlates of Behavioral Development (4)
- HDE 220—Research Methods in Human Growth and Development (4)
- HDE 232—Cognition and Aging (3)
- HDE 234—Children's Learning and Thinking (3)

HDEV Major Requirements from Other CSU Programs

CSU Long Beach 2018:

HDEV Majors must take 9 units from the following Foundation Areas, including one course from each area:

BIOLOGICAL (3 units)

- ANTH 318 Human Genetics
- ANTH 319 Human Growth and Development
- BIOL 301 Biology of Human Aging
- HSC 420 International Health (D2/E)
- HSC 421 Health Behavior
- HSC 425 Human Sexuality and Sex Education (E)
- WGSS 440 Issues in Women's Health

PSYCHOLOGICAL (3 units)

- EDP 302 Early and Late Adolescent Development and Learning: A Cross-Cultural Perspective
- EDP 305 Educational Psychology

CDFS 311	Prenatal Development and Infancy
CDFS 312	Family and Personal Development (D2/E)
CDFS 314	The Older Child
CDFS 411	Individual Child Study and Guidance
CDFS 412	Family Interaction
GERN 400	Perspectives on Gerontology (D2/E)
HDEV 300	Death and Dying (D2/E)
HDEV 327	Approaches to Adolescence and Emerging Adulthood
PSY 331	Sensation and Perception
PSY 332	Cognition
PSY 333	Psychology of Learning
PSY 336	Psychology of Emotion
PSY 351	Social Psychology (D2)
PSY 356	Personality (D2)
PSY 370	Abnormal Psychology
PSY 378	Health Psychology
PSY 463	Social and Personality Development

SOCIOCULTURAL (3 units)

AFRS 410	The African American Family (E)
ANTH 351	Sex Roles and Culture
ANTH 413	Language and Culture
ANTH 419	Encounters and Identities
ANTH 421	Education Across Cultures
ANTH 454	Culture and Aging
ANTH 475	Language and Gender in Cross- Cultural Perspective
ASAM 340	Asian American Family
ASAM 381	Asian American Women
CDFS 413	Child and Family in the Community
CHLS 340	Latino Education in the U.S.
CHLS 350	The Latino Population in the U.S.
CHLS 415	Latina Women in the U.S.
CWL 315	Literature and Medicine (C)
GERN 400	Perspectives on Gerontology (D2/E)
HDEV 300	Death and Dying (D2/E)
HDEV 327	Approaches to Adolescence and Emerging Adulthood
HDEV 340	Families and Work: Life Course Processes
LING 329	Introduction to Language Acquisition
LING 379	Sociolinguistics and Schooling
SOC 320	The Family
SOC 325	Sociology of Women
SOC 335	Social Psychology (D2)
SOC 345	Juvenile Delinquency
SOC 346	Race, Gender and Class (D2)
SOC 423	Child Abuse and Prevention
SOC 464	Aging and Society
WGSS 375	Reproductive Justice

WGSS 401 Bodies and Borders: Feminism and Globalization (D2)
WGSS 420 Mothers and Daughter

CSU San Marcos 2018:

Special Conditions for the Bachelor of Arts in Human Development:

All courses counted toward the major, including Preparation for the Major courses, must be completed with a grade of C (2.0) or better. A minimum of eighteen (18) units counted toward the human development major must have been completed at CSUSM.

HD 101 (3) Introduction to Human Development Across the Lifespan
HD 102 (3) Preparatory Skills for Human Development Majors
HD 170 (1-3) Topics in Human Development
HD 220 (3) Statistics in Human Development
HD 230 (3) Research Methods in Human Development
HD 231 (3) Action Research in Human Development
HD 300 (3) Administration in Human Service Settings
HD 301 (3) Theories of Human Development
HD 302 (3) Human Development in Childhood
HD 303 (3) Human Development in Adolescence
HD 304 (3) Human Development in Adulthood
HD 350 (3) Health and Human Development
HD 351 (3) Health Disparities in Human Development
HD 360 (3) Effective Counseling Interventions Across the Lifespan
HD 361 (3) Introduction to Interpersonal, Interviewing, and Interaction Skills
HD 370 (1-3) Advanced Topics in Human Development
HD 380 (3) Applications in Child and Youth Development
HD 381 (3) Youth Violence: A Cultural and Interdisciplinary Understanding
HD 382 (3) Multiculturalism, Diversity and Social Justice
HD 383 (3) Perspectives on Children, Youth and Families
HD 384 (3) Social and Public Policy in Human Development
HD 385 (3) Ecological Systems Perspectives on Human Development
HD 490 (3) Human Development in Perspective
HD 495 (3) Field Experience in Human Development
HD 497 (4) Applied Research in Human Development
HD 499 (1-3) Supervised Independent Study

CSU Sonoma State 2018:

B.A. in Human Development

Students must earn a C in all courses applied to the Human Development major

Core (20 units)

ANTH/HD 318 Human Development: Sex and the Life Cycle (GE-E) (3 units)
HD 320 Culture and the Life Course (topic varies with each offering)* (4 units)
HD 321 Human Development Core Concepts* (4 units)
HD 322 Applied Human Development* (4 units)
HD 450 Research Methods in Human Development (4 units)

HD 490 Senior Project (taken in the last semester) (1 unit)

Topical Areas:

Four courses, one from each topical area, taken from at least three different departments. For these purposes, EDXX courses count as the 'same department' (Education); GERN/SOCI cross-listed courses count as the 'same department' (Sociology).

Childhood and Adolescence (at least 1 course):

EDEC 220 Observing Child Development in the First 8 Years (4 units)
EDEC 420 Child Development in the Family, School and Community (GE-E) (3 units)
EDEC 435 Advocating for Children and Families (4 units)
EDEC 437 Integrated Curriculum in Early Childhood Classrooms (4 units)
EDSS 418 Development in Adolescence and Emerging Adulthood (GE-E) (3 units)
HD 325 Topics in Human Development: Childhood and Adolescence (3-4 units)

Adulthood and Lifespan (at least 1 course):

ANTH 303 Human Behavioral Ecology (4 units)
BIOL 318 Biology of Aging (GE-E) (3 units)
GERN 300 The Journey of Adulthood (GE-E) (3 units)
GERN/SOCI 317 Emotions and Adult Life (GE-E) (4 units)
GERN/SOCI 319 Aging and Society (GE-D1) (4 units)
KIN 410 Lifespan Motor Development (3 units)
PSY 302 Life Span Development (GE-E) (3 units)
HD 335 Topics in Human Development: Adulthood and Lifespan (3-4 units)

Gender and Sexuality (at least 1 course):

ANTH 302 Biological Basis of Sex Differences (4 units)
NURS 480 Health, Sexuality and Society (GE-E) (3 units)
WGS 325 Youth: Gender Perspectives (3-4 units)
WGS 350 Gender, Sexuality and Family (GE-E) (4 units)
WGS 375 Gender, Race and Class (GE-D1 & Ethnic Studies) (3 units)
WGS 385 Gender and Globalization (3-4 units)
WGS 390 Gender and Work (4 units)
HD 365 Topics in Human Development: Gender and Sexuality (3-4 units)

Society, Culture and Language (at least 1 course):

ANTH 340 Living in our Globalized World (GE-E) (3 units)
ANTH 342 Organization of Societies (4 units)
ANTH 380 Language, Culture and Society (4 units)
ANTH 383 Language in Sociopolitical Context (4 units)
ANTH 386 Sign Language and Signing Communities (4 units)
EDMS 470 Multicultural Pedagogy (4 units)
EDUC 417 School and Society (GE-D1) (4 units)
SOCI 326 Social Psychology (GE-D1) (4 units)
HD 375 Topics in Human Development: Society, Culture and Language (3-4 units)

Electives (select any of the following to get to 40 units):

ANTH 451 Applied Ethnographic Methods (4 units)
ANTH 480 Studies of Language Use (4 units)
EDEC 460 Studying Children in Context (4 units)
EDEC 490 Special Topics in Early Childhood Studies (1-4 units)
HD 496 Internship (1-4 units)
HD 495 Special Studies (1-4 units)

Any courses listed above that are not applied to topical areas or the core (3-4 units)

* HD 320, 321 and 322 meet the “12 units of HD 350” for students who declared the major before Fall 2018. Students who have HD 350 units left to complete will take one or more HD 32x courses to fulfill this requirement so long as the HD 32x course is not the same topic as the HD 350 they previously completed. Please see the HD coordinator if you have questions.

CSU Dominguez Hills 2018:

Child Development Department:

The program in Child Development focuses on the study of the individual from conception through the end of adolescence in a plurality of contexts. Students are provided with fundamental knowledge of theoretical and methodological advances, developmental processes and current issues in the field.

Concentrations in Child Development:

Early Development and Learning
Counseling and Family Services
Juvenile Delinquency
Management and Administration

Students are required to complete 12 units of Approved Electives.

The following courses have been approved as Child Development Electives:

Creative Arts/Physical Education
Arts and Crafts for the Non-Major
Writing for the Media
Feature and Critical Writing
Screenwriting
Dance for Children or
Dance Education in the Elementary School
Kinesiology
Music for Children
Creative Dramatics
Business and Public Management and Administration
Business Communications

Business Finance
Human Resource Management
Management Theory or Foundations of Public Administration
Organizational Behavior or Administrative Leadership and Behavior
Leadership
Principles of Marketing
Health Services Administration and Public Policy Development
Health Policy
Intergovernmental Relations and Grant-Writing
Nonprofit and Voluntary Sectors
Managing the Nonprofit Organization
Criminal Justice Administration
Criminal Justice and the Community or Sociology of Law
Criminal Law and Justice Administration
Juvenile Justice Process

ART 301 3 COM 250 3 COM 352 3 COM 381 3 DAN 440 or
KIN 447
KIN 301 3 MUS 340 3 THE 337 3
BUS 300 3 FIN 360 3 HRM 313 3 MGT 310 or
PUB 300
MGT 312 or
PUB 301
MGT 416 3 MKT 350 3 PUB 371 3 PUB 373 3 PUB 426 3 PUB 450 3 PUB 451 3
CJA 340 or
SOC 367
CJA 443 3 CJA 444

2.5. General Program Discussion

a) Student Level

Data for the Department of Human Development on the number of majors, number of degrees awarded, and major options are provided in Appendix . Data was collected from Institutional Research, Analysis and Decision Support.

The number of Human Development majors has been steadily increasing in recent years. In the Fall of 2012 there were 462 majors. We saw a dip in our numbers in 2013 (433) and 2014 (415). However, since 2014 there has been an upward trajectory with 538 majors in Fall of 2017. The most recent data indicates that the number of majors has continued to rise. The department has also seen an increase in the number of students minoring in Human Development (45, Fall 2012; 93, Fall 2017).

The number of degrees conferred has steadily risen since the previous 5 year report (158, Fall 2012; 190, Fall 2017).

All Human Development majors select an option as a type of specialization within the major. The options include: Early Childhood Development, Childhood Development, Adolescent Development, Adult Development and Gerontology, and Women's Development. Most of our options hold fairly steady in terms of the number of majors in each category. However, there has been a large increase in the number students selecting Early Childhood Development as an option (Fall 2012, 114 students in ECD option; Fall 2017 228 students in ECD option).

b) Student Demographics

In comparison to the general student population of California State University, East Bay, Human Development students are significantly older, more advanced in their careers, and more culturally diverse (Fall 2017 = 33% Hispanic, 24% Caucasian, 15% African American, 12% Multiple Ethnicities Reported, 11% Asian, 5% other). The vast majority of our majors are female (over 90%). Many students attend school full time in addition to working overtime at their paid employment. In short, our students enter Human Development with an ever-wider range of life experiences, goals, and values. Many are raising families as well as working full time. The Department's system of course offerings with possibilities of completing required courses using face-to-face, hybrid or online modalities of instruction is particularly well suited to these students; we anticipate that it will continue to serve them well.

To better advise our students we offer advising hours both face to face and online. Students are not required to make appointments as all hours are on a drop in basis. The Department has been working closely with the CLASS Student Service Center (SSC). Students are able to go to the SSC for general advising questions and department information.

The Department routinely participates in campus events that include: Al Fresco, Welcome Day, and Orientation Days. A new brochure was created that is more reader friendly than what had been previously distributed. This brochure provides information about the major, faculty interests, graduate school and future employment, and brief quotes from past students.

The guiding principle for scheduling courses in the department is making sure that classes are offered in a way that most supports our students. The department of Human Development has a long history of developing a course schedule that meets the needs of working adults. Courses are offered face to face (days and evenings), hybrid, and online. This gives students the maximum flexibility in course selection. The department has developed Suggested Course Plans. The Course Plans let students know the precise quarters that required courses are offered.

The department is extremely faithful in keeping to the Course Plans; this ensures that students are never in doubt about when they can get the courses they need to graduate. A major Roadmap is available to all students via the department webpage, handed out during welcome days and transfer orientations, and in the main office.

When the schedule of classes is due in our Dean's Office, the department generates courses, times offered, and mode of delivery first. This is done to ensure that student needs are met before faculty needs. The second step is to assign courses to tenure-track faculty. The final step is to assign courses to our lecturers.

See Appendix E for additional student data.

c. Faculty and Academic Resource Allocation

Reflecting on the trends and program statistics reveals a department that continues to grow. In large part this is due to the department's willingness to embrace various forms of teaching modalities (i.e., online, hybrid, face to face). Providing these different options has proven very popular with our students and continues to serve as a draw for transfer students both locally and nationally.

As evidenced by the overall SFR, the department continues to be a valuable and financially advantageous member of the college and university. As being the semester system, our new curriculum has been designed to continue this trend.

Specifics as follows:

The number of majors within the department remains robust and is trending upward. For example, in 2014 there were 417 majors and the most recent major count is 532 for Fall of 2017.

The FTES of the department has continued to rise, going from 402 in 2014 to 445 in 2017.

The overall SFR for the department is a healthy 37.9, up from 34.4 in 2015.

The ratio of full time to part time faculty is approximately 50% (full time) to 50% (part time).

Due to the upper division nature of our department, it is appropriate to look at the transfer graduation rates. The two year rate in 2014 was 50% and the three year rate was 73.2%.

The department strives to be diverse and inclusive in terms of hiring faculty. However, as compared to the most recent available university data, it is not as diverse as the campus at large. The department's make-up was more diverse in previous years but was impacted by individuals retiring or taking employment elsewhere. As TT searches commence, this issue will hope to be addressed.

See Appendix E for additional data.

d. Course Data

The majors come to the Department with upper division standing. The majority of these students come to us as transfers. All major coursework is at the junior and senior level. As such, all faculty teach upper division courses. The department is poised to benefit from the changes made at the community college level (i.e., free tuition, online college) as a viable option for those who have recently received their A.A.degree and want to pursue a B.A.degree.

The vast majority of courses within the HDEV department are major courses. We only offer one course HDEV 3800 (now HDEV 380) as an upper division GE D4 course. Specifically, this course is offered as a service course for the Nursing Department. All other courses are major courses.

Previously the department had a large presence at the Concord campus. However, student enrollment began to slow for these face to face classes and we successfully switched them to online courses.

The majority of courses offered by the department are online. Our online sections fill very quickly and we see no change in these offerings in the future.

The department offers approximately 40 courses (39 = Fall 2012, 41 = Fall 2017) each term. The average class size across all sections is 36.7 (Fall, 2017) with a total enrollment of 1505 students (Fall, 2017).

See Appendix E for additional data.

2.6. Faculty

Since the previous 5 year report, the department has run two tenure track searches. These searches resulted in the successful hiring of Dr. Sara Smith (childhood position) and Dr. Mariana Guzzardo

(research methods).

Research Methods Position - Dr. Mariana Guzzardo:

New Faculty Justification For Faculty Who Will Start Fall 2017

Introduction

Due to a large number of retirements and other changes at the University, some departments will need to continue the process of hiring tenure-track faculty. While economic realities (and enrollment ceilings) will not permit as much hiring as we would like, we would like to begin thinking and hiring strategically for the decade(s) ahead.

Please remember that any faculty searches that were approved for 2015-16 and went unfilled, can continue to be approved searches. Please let me know if you wish to continue these searches. For new 2016-17 faculty searches (where the new faculty will start Fall 2017), please use the format below to make each request for a tenure-track hire.

Your request must go through the normal channels from Chair, to Dean, to Provost. The timeline for these requests will be:

December 16, 2015	Departments/Library submit tenure-track hire requests to Deans
January 20, 2016	Five-year hiring plan and faculty search requests due in Provost's Office
January 27- Feb. 18, 2016	Provost discusses tenure-track requests with the Deans
February 18, 2016	First release of authorized recruitments to the Colleges/Library

Department: Human Development and Women's Studies

Justification:

1. Brief overview of the position.

The successful candidate will teach courses in research methods, foundational courses in human development, and other courses that may be required by the Department. In collaboration with other faculty members, s/he will work to strengthen the Department's core methodological curriculum by developing and teaching new courses in mixed methods. Additionally, s/he will mentor students and supervise student senior research projects. All Human Development and Women's Studies faculty members are expected to make appropriate use of instructional technology, including online instruction.

2. How does this position help the department meet its strategic goals, those of the College, and those of the University?

The Department of Human Development and Women's Studies is in sync with the University and College goals. In particular, this position responds to the goal that states "Develop and sustain rich academic programs that meet student and regional needs and are recognized for their excellence in teaching, learning, research, and service" (University Goals and Objectives).

This requested position supports the goal in strengthening the Human Development mission that stresses a broad based education throughout the developmental lifespan. A clear understanding of Research Methods is crucial to comprehending human development. A knowledge of Research Methods is the lynch pin between a theoretical foundation and applied application.

The department is particularly strong in utilizing emerging technologies. We teach courses online, face to face, and blended to meet the diverse learning styles and needs of our students. This follows with the Department, College, and University's goal that we should "Provide opportunities for all students to be successful in their university experience and lives."

3. What are the three most pressing needs to be filled by this position? Curricular gaps? Student Demand? Accreditation requirements? Other?

Needs to be filled: Currently our faculty does not have a specialist in Research Methods. Since the department requires several core courses focusing on methodology this is a substantial need to be filled.

Curricular gaps: Our gap is in a lack of reliable faculty to teach our required core courses. For example, Winter Quarter 2016 the department will offer 39 classes. Of those only 16 sections were taught by tenure track faculty. To maintain the integrity of the major, consistency of course content it is a necessity and more effectively done via full time tenure track faculty. Moreover, tenure track faculty are needed to mentor and advise our majors.

Student Demand: Student demand is high since research method courses are a required component of the major (HDEV 3202: Research Methods in Human Development, HDEV 3203: Applying Theory and Methods of Human Development, HDEV 4811: Senior Research Seminar in Human Development I, HDEV 4812: Senior Research Seminar in Human Development II). According to University data HDEV has 417 majors – See 6.d. of this document.

Other: At this time the department has one faculty member participating in FERP, teaching three courses each fall quarter (mostly our advanced senior research project course). It is unclear how long he will continue to do so and has suggested he will stop FERPing prior to the allotted 5-year period ending (he has 2 years left of eligibility). Additionally, a full time faculty member completed a terminal contract this past academic year. This individual routinely taught both research methods and applied methods courses. We are deeply concerned about maintaining the high level of service traditionally offered to our students.

4. If student demand is a key driver of this position, please analyze student demand over the past 5 years and how this position will help meet that need. Additionally, please describe how this position will impact the availability of part-time funds? Can the department afford a full-time hire, while maintaining a sufficient number of part-time lecturers to meet demand?

As stated above, student demand is high. We fully understand that when the position is filled we will have a reduction in part-time funds. This is a departmental goal to reduce the number of part-time lecturers with tenure track positions. We will still be able to maintain a sufficient number of part-time lecturers to meet the demands of the department.

5. Does the department/school have a strong reputation and can it be made one of the strongest in the region/country by the addition/replacement of one or more faculty members?

The Department of Human Development and Women's Studies has a strong reputation as

evidenced by our major headcount (417). This number has been consistent for years. This position will only strengthen our standing. For example, we are a leader in emerging technologies and a leader in Early Childhood Development.

Please describe briefly;

6. Faculty Composition.

1. The number of faculty in your department who have left, retired, or are in the FERP program over the last five years; and the dates of those events (a retirement does not automatically justify a replacement.)

As of Fall 2015:

Faculty who have left: 1

Faculty who have completely retired and are not in FERP: 1

Faculty who are in FERP: 1

Year 1: 0

Year 2: 0

Year 3: 1

Year 4: 0

Year 5: 0

1. The ratio of tenured/tenure-track faculty to total FTEF in your department

Based on APR data from Fall 2014

Tenured/tenure-track faculty FTEF: 10.3

Total FTEF: 15.6

Ratio: 66.0% tenured/tenure-track faculty FTEF

1. Why a tenured/tenure-track faculty position is needed over a full or part-time instructor.

The majority of courses taught by the new hire will be required major courses. It is vital that TT faculty teach these courses as it lends to curricular consistency. Moreover, it is a goal of the

department to try and reduce the number of part-time instructors.

1. The number of majors and the ratio of majors to tenured/tenure-track faculty in your department.

Based on APR data from Fall 2014

Department major headcount: 417

Department tenured/tenure-track headcount: 11

Ratio: 37.9 majors per 1 tenured/tenure-track headcount

1. Department/School SFR as compared to the College SFR.

Based on APR data from Fall 2014

Department SFR: 32.8

College SFR: 26.5

1. The need in the context of your five-year hiring plan. (Each Department must have a 5-year hiring plan in place before a new faculty request will be considered. The 5-year plan must emphasize which sub-disciplines within the department are designated as distinctive, and necessitate a T/TT faculty).

The faculty met and unanimously agreed that a position in Research Methods is our highest priority.

7. Curriculum

1. The percentage of teaching in your department which satisfies general education requirements

Fifteen percent of the teaching in our department satisfies general education requirements (based on Fall 2015 data).

1. Will online teaching and/or teaching at another campus site (i.e. Oakland/Concord) be a requirement of this position?

Yes. We are a long time distance learning department. The department offers an online completion degree in Human Development with three different options (Early Childhood Development, Adult Development and Gerontology, Women's Development). Additionally, major courses may be taught on the Concord campus.

1. Does the position represent a central component of a CSU, East Bay's student's education? How?

Yes, the successful candidate will be teaching core curriculum required of our majors who represent a significant proportion of the CLASS student population.

8. Scholarship/New Sources of Revenue
 - a. Address the potential for scholarly success.

As required by all tenure-track faculty, scholarly activity is expected. The new faculty member will work to integrate the various aspects of teaching, research, and service.

S/he will be encouraged to utilize the resources available through the Office of Faculty Development.

- b. Address the potential for external/internal support for scholarship.

The new faculty member will be encouraged to utilize the resources available through the Office of Research and Sponsored Programs.

- c. Is a replacement critical to the scholarly/research/creative efforts of units both in- and outside of the department or college? Does the position have the support of other colleges?

This is not a replacement position. We have not consulted with other colleges about this position.

1. What has the unit done to maximize its current resources (i.e., to help itself?) over the past five years?

We have consistently taught at least one large class per quarter for the past five years. This has helped us maintain a high student/faculty ratio while teaching smaller core classes. Also, we reevaluated the student/faculty ration for all our courses and adjusted accordingly.

1. Has the department raised funds effectively from external sources? Has it worked effectively with external agencies and constituencies?

We have brought in grants and raised scholarship funds. For instance, Dr. Christina Chin-Newman received a First 5 Alameda County Program Grant: Bachelor's Degree for Early Childhood Education Providers (\$110,000 in 2009-10) and Coordination of Early Childhood Development Option & ECE Minor (\$220,000 in 2007-2009).

9. Recruitment:

- a. How will your department ensure that hiring is performed with the diversity goals of the University in mind?

We will meet with the DELO (Diversity and Equity Liaison Officer) and comply with all university policies.

- b. Is there a pressing need for a senior hire (tenured), either to ensure excellence or fill a leadership role?

No.

- c. Can you collaborate with another department on advertising or other costs of recruitment?

Yes, we can collaborate with another department, the College, and the University in advertising for our position.

Childhood Development Position - Dr. Sara Smith:

DEPARTMENT OF HUMAN DEVELOPMENT AND WOMEN'S STUDIES

Memorandum

Date: November 15, 2010

To: Kathleen Rountree, Interim Dean, CLASS

From: Patricia Guthrie, Chair, Human Development and Women's Studies

Subject: New Faculty Justification

Cognitive and Language Development in Children

1. Brief overview of the position.

Cognitive and Language Development in Children

The position requires a Ph.D. and a specialty in the cognitive and language development in children. Also, the position requires demonstrated research interests and scholarly achievement in the area of cognitive and language development as related to aspects of African-American children, Hispanic children, Native-American children, and/or Asian American children.

1. How does this position help the department meet its strategic goals, those of the College, and those of the University? Accreditation requirements? Other?

1. What are the three most pressing needs to be filled by this position? Curricular gaps? Student Demand? Accreditation requirements? Other?

1. If student demand is a key driver of this position, please analyze student demand over the past 5 years and how this position will help meet that need. Additionally, please describe how this position will impact the availability of part-time funds? Can the department afford a full-time hire, while maintaining a sufficient number of part-time lecturers to meet demand?

1. Does the department/school have a strong reputation and can it be made one of the strongest in the region/country by the addition/replacement of one or more faculty members?

1. Faculty Composition

1. The number of faculty who have left:

- i. Assistant Professor Godwin Ashiabi left at the end of Winter 2010
- ii. Professor Jiansheng Guo left at the start of Fall 2010

1. The ratio of tenured/tenure-track faculty for Fall 2009 was 9.2.
2. Why a tenure/tenure-track faculty position is needed over a full or part-time instructor.

A tenured/tenure track faculty is need over a full or part-time instructor because *Cognitive and Language Development* courses are required for the major. For example, all of HDEV majors are required to take a course in child development. (In 2009, we had 482 majors – see “Headcount Enrollment” chart below.) More importantly, over 50% of our majors declare Early Childhood Development or Childhood Development as an option, which mean they are required to take courses focusing on *Cognitive and Language Development in Children*. We cannot take a chance on not on having these courses taught by an instructor. When we experience lean financial times and there are no funds to hire an instructor, our students will not be able to graduate in a timely manner.

1. The number of majors and the ratio of majors to tenured/tenure-track faculty in your department.

Human Development and Women’s Studies is a growth department. From 2005 until 2009, Human Development has shown steady growth in the number of majors. The latest figures show 482 majors – see “Headcount Enrollment” chart below. The ratio of major to tenure track faculty is 23.9.

	Fall Quarter				
Headcount Enrollment	2005	2006	2007	2008	2009
<i>Human Development</i>					

1. Undergraduate	265	289	334	460	479
2. Graduate	2	1	3	6	3
3. Total Number of Majors	267	290	337	466	482
4. FTES Generated	245	262	281	355	360

<i>D. Student Faculty Ratios</i>	Human Development				
1. Tenured/Track	14.2	24.8	21.8	21.4	23.9
2. Lecturer	39.5	29.7	18.1	30.7	29.3
3. SFR By Level (All Faculty)	26.2	26.4	19.7	26.0	25.9
4. Lower Division	0.0	0.0	0.0	0.0	0.0
5. Upper Division	26.2	26.4	19.7	26.0	25.9
6. Graduate	0.0	0.0	0.0	0.0	0.0
7. Number of Sections Offered	38	42	38	46	45
8. Average Section Size	29	28	29	30	31

1. Department/School SFR as compared to the College SFR.
2. The need in the context of your five-year hiring plan. (Each Department must have a 5-year hiring plan in place before a new faculty request will be considered. The 5-year plan must emphasize which sub-disciplines within the department are designated as distinctive, and necessitate a T/TT faculty).
2. Curriculum
 1. The percentage of teaching in your department which satisfies general education requirements.
 2. Will online teaching and/or teaching at another campus site (i.e. Oakland/Concord) be a requirement of this position?
 3. Does the position represent a central component of a CSU, East Bay's student's education? How?
1. Scholarship/New Sources of Revenue

1. Address the potential for scholarly success.
2. Address the potential for external/internal support for scholarship.
3. Is a replacement critical to the scholarly/research/creative efforts of units both in and outside of the department or college? Does the position have the support of other colleges?
4. What has the unit done to maximize its current resources (i.e., to help itself?) over the past four years.
5. Has the department raised funds effectively from external sources? Has it worked effectively with external agencies and constituencies?

1. Recruitment

1. How will your department ensure that hiring is performed with the diversity goals of the University in mind?
2. Is there a pressing need for a senior hire (tenured), either to ensure excellence or fill a leadership role?
3. Can you collaborate with another department on advertising or other costs of recruitment?

2.7. Resources

The department regularly makes use of the services available on campus. Given the high number of online courses, Blackboard help is routinely utilized through the IT department. The department was fortunate to have a strong working relationship with Bernie Salvador. Bernie retired this past year and will be missed. The department now works closely with Monica Munoz who took over Bernie's responsibilities. We have also been fortunate to work with Glenn Brewster who has been instrumental in helping faculty make videos to go along with course curriculum.

The department also works with the Center for Community Engagement. Every major takes a course that has a service learning component that requires off campus placement. Mary D'Alleva and her staff has been instrumental in helping get sites approved for students.

Faculty routinely work with the library and the resources provided. And utilize the resources available through the Faculty Development Center.

2.8. Program Unit Requirements

Not Applicable. The Department of Human Development and Women's Studies requires 120 units for completion of the baccalaureate degree.

3. Plan

Summary of department goals for the next five years:

1. Monitor and assess new major curriculum.
2. Continue to advise advise bridge students as they complete semester courses after having started the major on the quarter system.
3. Discontinue our Certificate in Early Childhood Development and replace it with a new minor in Early Childhood Development.
4. Revisit plan to offer a B.A. degree completion in Early Childhood Education.
5. Strengthen relationships with community colleges to ease transition into CSUEB.
6. Seek additional tenure track faculty.
7. Seek additional staffing in the office.

3.1. Curriculum

- a) As previously mentioned, the entire curriculum for the Human Development major was transformed in association with the conversion to semesters. The first classes are being offered Fall, 2018. The department sought to reconceptualize the major in ways that made it more inclusive and pedagogically sound for our students. The new curriculum will be closely monitored, assessed, and changed as the need arises. Schedules will be examined for enrollment patterns and changes will be made accordingly.

3.2. Assessment

- a) New PLOs were created to accompany the transformed semester curriculum (listed below). Over the next 5 years we do not anticipate changing them as they have just been put in place FALL 2018. The department will begin with PLO 1 and move through all 5 over subsequent years for assessment purposes.

Program Learning Outcomes

Students graduating with a B.A. in Human Development from California State University, East Bay will be able to:

1. Demonstrate core knowledge in biological, psychological, and socio-cultural aspects of human development.
2. Model critical thinking ability by summarizing, comparing, synthesizing, and critiquing interdisciplinary human development perspectives.
3. Assess information; design and conduct individual and/or group research projects, and present them clearly, logically, and persuasively.
4. Identify and evaluate problems by applying human development knowledge in diverse contexts; and
5. Infer the ability to understand themselves reflectively and others empathetically.

The program will continue its annual assessment of Program Learning Outcomes. The following describes the steps taken for the department's yearly PLO assessment project:

Evaluation Process:

1. In April the HDEV faculty meet to analyze written reflections submitted by students in a class where the PLO being analyzed is mapped. Papers are often taken from our senior capstone courses.
2. The faculty created a rubric to accurately capture the content of HDEV PLO.
3. Papers are scored using an interval scale of 1-4. Faculty reviewers use the following rating scale to assess PLO components and overall PLO attainment in paper:
 - a. 1 = Unacceptable
 - b. 2 = Developing
 - c. 3 = Proficient
 - d. 4 = Outstanding
4. Faculty members independently scored one paper. Paper scores are collectively discussed and the rubric is modified as needed. The process is repeated with a second paper to ensure that the rubric is normed.
5. All faculty then score additional papers; each paper is scored by two faculty reviewers.
6. The faculty discuss analysis results.
7. Faculty identified areas of PLO strength and areas for improvement.
8. Faculty formulated strategies for PLO improvement and implementation.

3.3. Students Success

a) Number of Majors

The number of majors in Human Development has been steadily rising (Fall 2012 = 462; Fall 2017 = 538). We do not anticipate this changing over the next five years with initial indications that the major had more growth in Fall of 2018. Given the upper division nature of the major, Human Development is poised to continue a pattern of growth. This is in part due to the growing number of students taking courses at community colleges and California offering free tuition for

lower division courses. Our department is a natural progression for those who graduate with an A.A. degree. Additionally the online offerings in the department are a significant draw for future students. The Human Development department has been a leader in distance learning on the campus. And our willingness to evolve with the changing needs of students is reflective in our growth.

b) Advising Classes and New Curriculum

Semester conversion provided the opportunity to assess how student needs were being met in regards to major advising, university procedures, future graduate school and employment opportunities. The distant learning modality utilized by many of our majors makes coming to campus for advising and consultation difficult. To better serve our students, we included 2 one unit courses, HDEV 300 and HDEV 400. HDEV 300 is taken by students in their first semester and provides practical information and advising tools for moving through the major. HDEV 400 is taken by students at the end of the major and provides practical information and “how to” guidance related to graduate school and employment opportunities. The goal is that the HDEV 300 course will alleviate student stress and increase retention rates. Similarly, the goal is that HDEV 400 will be a resource for our students as they prepare for graduation. HDEV 300 is currently being offered for the first time in Fall 2018 and the initial feedback has been very positive. HDEV 400 will be offered for the first time in Spring of 2019.

The faculty are pleased with the new curriculum created through the semester conversion process. The exercise provided us with the opportunity to update and create a topical major while maintaining the core concepts inherent within the major. We are confident that as students move through their major courses they will have both a broad and in-depth understanding of the developing human from an interdisciplinary perspective.

c) Individual Student Advising

In an effort to help all of our majors, the department will continue to provide a variety of modalities for students to receive advising. This includes face to face, via email, via skype, and by phone. Additionally, the department will continue to work with the CLASS Student Service Center (SSC). Students can go to the SSC and meet with trained advisor that are familiar with the major. Offering a variety of ways for faculty and students to connect enables the lines of communication to remain open. This is of particular importance given the number of majors that live outside of the Hayward region.

3.4. Faculty

- a) The composition of the department will be changing in the next five years. A senior member of the faculty, Dr. Guo, began the FERP program in FALL 2018. It is unclear how long he will participate in the FERP program but his departure is forthcoming. The department is currently running a TT search to fill a position in Childhood Development with an emphasis on Language Development and Cognition. This is the most prescient need of the department as Dr. Sara Smith left the department at the end of Spring, 2017 and Dr. Jiansheng Guo has begun the FERP program. They both have been and in Dr. Guo's case continue to be vital components of our department, teaching critical courses in both our core curriculum (taken by all majors) and in Language Development and Cognition courses in the Early Childhood and the Childhood Development concentration. These are our most popular concentrations (over 330 of Human Development majors select either Early Childhood or Childhood as their option/concentration) and the courses require expertise in the areas of child cognitive and language development; classes that were and are routinely taught by Professors Smith and Guo. Further, additional faculty are needed to advise our many majors within this popular concentration.

- b) Advising duties are divided up amongst the faculty members. Students are encouraged to seek advising from faculty members that specialize within their chosen option/concentration area. Faculty within the department work well together and strive to create an equitable environment. The duties required of faculty (i.e., RTP committee, Lecturer Evaluation committee, etc) are shared amongst all eligible individuals.

- c) The department appreciates the support it receives from the CLASS Dean and Associate Deans. The lines of communication work well and assistance is readily available.

3.5. Resources

In the past, the department had two full-time support people working in the office. Due to budget concerns, we are down to one full-time support person. While she does an excellent job in running the office, it is extremely difficult to meet the needs of more than 500 majors, the hundreds of non-majors taking our classes, a dozen part time lecturers, and nine tenure-track faculty. Added to this burden, is the fact that we are operating two separate online cohorts in addition to our usual non-online students and majors. The lone staff person in our office also is responsible for coordinating classes with PACE, the Nursing Program, and Liberal Studies. Another staff person is needed.

4. External Reviewer's Report

5. Program's Response

6. Dean's Acknowledgement

Appendices

Appendix A: Curriculum Development

1 Major Requirements:

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Required Courses for all concentrations

Number of Units: 53-55

I. Lower Division

Number of Units: 9

Select three 3-unit courses from the following categories, with no more than one course from each category:

- 1. Anthropology (cultural or social)*
- 2. Psychology*
- 3. Sociology*
- 4. Human or child development*
- 5. Ethnic or area studies*
- 6. Human biology or physical anthropology*
- 7. Additional categories (e.g., statistics, gerontology, developmental disabilities) may be approved by the department*

II. Upper Division

Number of Units: 44-46

A. Required Core Courses: 30 units

**HDEV 300 Introduction to Human Development
for the Human Development Majors units: 1**

HDEV 301 Theories of Human Development units: 4

HDEV 302 Research Methods in Human Development units: 4

HDEV 311 Infant and Child Development units: 4

HDEV 312 Adolescence and Emerging Adulthood units: 4

HDEV 321 Gender, Race, and Class in Human Development units: 4

HDEV 322 Adult Development and Aging units: 4

HDEV 400 Futures and Careers for the Human Development Majors units: 1

(prerequisites: HDEV 300; co-requisites: HDEV 499)

HDEV 401 Applying Theories and Methods in Human Development units: 4

(prerequisites: HDEV 301 and HDEV 302)

B. Concentration Courses: 10 - 12 units

Choose one of the 5 Concentrations listed below.

C. Senior Capstone Course: 4 units

HDEV 499 Senior Research Seminar units: 4

(prerequisites: HDEV 401; co-requisites: HDEV 400)

III.A Concentrations (formerly options), if any Number of Units: 12

Name of Concentration:

Check if new concentration

Early Childhood

Development

Early Childhood Development Concentration (12 units):

Select any 3 courses from the following

- HDEV 411 Early Childhood Cognitive Development: Theory and Research** units: 4
- HDEV 412 Early Childhood Social Development: Theory and Research** units:
4
- HDEV 413 Children in Families and Communities***** units: 4
- HDEV 414 Creative and Artistic Development in Early Childhood***** units: 4
- HDEV 419 Contemporary Research Topics in Early Childhood** units:
4
- HDEV 423 Child Language Development** units:
4

(* Students intending to obtain CTC's Child Development Permits must select HDEV 413 Children in Families and Communities, and HDEV 414 Creative and Artistic Development in Early Childhood, as they are required by California CTC for the Child Development Permit.)**

III.B Concentrations (formerly options), if any **Number of Units: 12**

Name of Concentration:

Check if new concentration

Childhood Development

Childhood Development Concentration (12 units):

Select any 3 courses from the following

<i>HDEV 413 Children in Families and Communities</i>	<i>units: 4</i>
<i>HDEV 421 Child Cognitive Development: Theory and Research</i>	<i>units: 4</i>
<i>HDEV 422 Child Social Development: Theory and Research</i>	<i>units: 4</i>
<i>HDEV 423 Child Language Development</i>	<i>units: 4</i>
<i>HDEV 424 Global Perspectives on Children</i>	<i>units: 4</i>
<i>HDEV 429 Contemporary Research Topics in Childhood</i>	<i>units: 4</i>

III.C Concentrations (formerly options), if any Number of Units: 12

Name of Concentration:

Check if new concentration

Adolescent Development

Adolescent Development Concentration (12 units):

Select any 3 courses from the following

<i>HDEV 431 Prevention and Intervention in Adolescent Development</i>	<i>units: 4</i>
<i>HDEV 432 Social Dimensions of Conflict in Adolescent and Adult Development</i>	<i>units: 4</i>
<i>HDEV 433 Technologies, Media, and Adolescence</i>	<i>units: 4</i>
<i>HDEV 439 Contemporary Research Topics in Adolescent Development</i>	<i>units: 4</i>
<i>HDEV 452 Intimate Relationships</i>	<i>units: 4</i>
<i>HDEV 453 Sexual Orientations in Human Development</i>	<i>units: 4</i>

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None

1 Were any concentrations (options) Yes No Please explain
2 discontinued? below.

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Click here to enter text.

1 Complete the List of Courses form at the end of this document.

3

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SEE APPENDIX B

1 Is this major approved as a “similar” degree under the STAR Act (SB Yes No
4 1440)? o

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(If yes, explain how this modification will affect the “similar” degree agreement.)

The modification will not affect the STAR Act “similar” degree agreement, since all lower division requirements remain the same. In addition, the total upper division major requirements remain the same as in the current quarter curriculum (44-46 semester units, equivalent to 66-69 quarter units), as compared to the current requirements of 68 quarter units.

1 Is this major approved as an online degree program? Yes No

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If no, is there any pathway in the revised degree that is more than 50% online?

Yes No
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Appendix B: Faculty Achievements

SELECT PROFESSIONAL PUBLICATIONS AND REVIEWS

Steven Borish

Steven Borish (2016). **The New Challenges of Epigenetics, Book Review of David S. Moore (2015) *The Developing Genome: An Introduction to Behavioral Epigenetics*. Oxford University Press, New York, 308 pp. Springer Journal *Science & Education* ‘Online First’**

<http://link.springer.com/article/10.1007/s11191-016-9849-z>

Borish, Steven and Scott Gilbert (2016). Chapter 13: Waddington’s Epigenetic Landscape, History of. In: Kliman, R.M. (ed.), *Encyclopedia of Evolutionary Biology*. vol. 4, pp. 349–357. Oxford: Academic Press. First Edition.

Borish, Steven, Mietek Kolipinski, Arthur Scott, Marie Pace, Sibdas Ghosh (2016). **Manifest Destiny and Traumatization of Indigenous Native American Culture: Soul Wound Followed by Renewal and Revitalization, In: J. Mendoza (ed.), *Native Americans: Cultural Diversity, Health Issues and Challenges*. pp. 1-31. New York: Nova Science Publishers.**

Kolipinski, Mietek, Steven Borish, Arthur Scott, Sibdas Ghosh (2014). **Bison: Yesterday, Today and Tomorrow. *Natural Areas Journal*, Volume 34, Number 3, pp. 365-375 (July). A Quarterly Publication of The Natural Areas Association. This article appeared in the section “Conservation Issues.”**

Steven Borish (2013). The Uses of Mediation in Conflict Analysis: A Discourse-Based Approach to the Study of Language in its Social Context. Book Review for *Linguistics and Education* of Stewart, K.A., & Maxwell, M.M. (2010). *Storied Conflict Talk: Narrative construction in Mediation*. Philadelphia: John Benjamin. *Linguistics and Education* 24 (2013 pp. 270-271.

Steven Borish (2013). Japanese translation of *The Land of The Living: The Danish Folk High Schools and Denmark's Non-violent Path to Modernization* [original date of publication 1991]. By arrangement through The English Agency (Japan) Ltd. 507pp.

Christina Chin-Newman

Shaw, S., Spink, K., & Chin-Newman, C. (in press). "Do I really belong here?": The stigma of being a community college transfer student at a four-year university. *Community College Journal of Research and Practice*.

Kain, S., Chin-Newman, C., & Smith, S. (in press). "It's all in your head": Students with psychiatric disability navigating the university environment. *Journal of Postsecondary Education and Disability*.

Harrington, D. M., & Chin-Newman, C. S. (2017). Conscious motivations of adolescent visual artists and creative writers: Similarities and differences.

Creativity Research Journal, 29(4), 442-451.

Shaw, S. T., & Chin-Newman, C. S. (2017). “You can do it!”: Social support for transfer students during the transition from community college to a four-year university. *Journal of the First-Year Experience and Students in Transition*, 29(2), 65-78.

Chin-Newman, C. S., & Shaw, S. T. (2013). The anxiety of change: How new transfer students overcome challenges. *Journal of College Admission*, 221, 14-21.

Harrington, D. M., & Chin-Newman, C. S. (2015). Making art as a creative process: The importance of imagination, freedom and skills for artistically talented high school students. In F. Bastos & E. Zimmerman (Eds.), *Connecting Creativity Research and Practice in Art Education: Foundations, Pedagogies, and Contemporary Issues* (pp. 151-158). Reston, VA: National Art Education Association.

Chin-Newman, C., Nair, D., & Smith, S. (2017). On becoming Accessibility Allies. *E-Source for College Transitions*, 14(2), 1-4.

Chin-Newman, C. S., & Shaw, S. T. (2015). Strengthening campus-based social support for transfer students. *E-Source for College Transitions*, 12(2), 11-13.

Lynn Comerford

Lynn Comerford, Heather Jackson and K. Kosior, (editors) (2016). *Feminist Parenting*. Ontario, Demeter Press, December.

Lynn Comerford, Heather Jackson, K. Kosior, (editors) (2016). "Introduction." In *Feminist Parenting*. Ontario, Canada, Demeter Press, pp. 1-17.

Lynn Comerford, Heather Jackson, K. Kosior, (editors) (2016). "The Potential for Feminist Parenting." In *Feminist Parenting*. Ontario, Canada, Demeter Press, pp. 63-88.

Lynn Comerford, Heather Jackson, K. Kosior (editors) (2016). "Before You." In *Feminist Parenting*. Ontario, Canada, Demeter Press, 2016, pp. 89-90.

Lynn Comerford (2014). "Fathers' Rights." *Social History of American Families*, editors Lawrence Ganong and Marilyn Coleman, (Sage Publishers) pp. 527-530.

Lynn Comerford (2014). "Roe v. Wade." *Social History of American Families*, editors Lawrence Ganong and Marilyn Coleman, (Sage Publishers) pp. 1139-1141.

Lynn Comerford (2014). "Rational Choice Theory." *Social History of American Families*, editors Lawrence Ganong and Marilyn Coleman, (Sage Publishers), pp. 1111-1113.

Lynn Comerford (2014). "The Office of Child Support Enforcement." *Social History of American Families*, editors Lawrence Ganong and Marilyn Coleman, (Sage Publishers), pp. 970-972.

Lynn Comerford (2013). "State disciplinary practices and the emergence of co-parenting families." *More than Blood: Today's Reality and Tomorrow's Vision*

of Family, editors Sherilyn Marrow and Dennis Leoutsakas, (Kendall Hunt Publishers), pp. 104-113.

Patricia Drew

Drew, Patricia and Rosann Edwards, Co-Editors. *Mother's Breasts: Personal, Interpersonal, and Social Perspectives*. Demeter Press, under contract, in progress, expected publication 2019/2020.

Drew, Patricia. "Intergenerational Breasts: Breast Reduction Surgery Patients And Family Breast Talk." In *Mother's Breasts: Personal, Interpersonal, and Social Perspectives*, edited by Patricia Drew and Rosann Edwards. Demeter Press, under contract, in progress, expected publication 2019/2020.

Drew, Patricia and Rosann Edwards, "Introduction." In *Mother's Breasts: Personal, Interpersonal, and Social Perspectives*, edited by Patricia Drew and Rosann Edwards. Demeter Press, under contract, in progress, expected publication 2019/2020.

Drew, Patricia. Review of *Mothers and Daughters*, edited by Dannabang Kuwabong, Janet MacLennan, and Dorsia Smith. *Journal of the Motherhood Initiative*. Forthcoming.

Drew, Patricia. 2018. "Weight Loss Surgery Patients' Gender Differentiated Experiences of Vanity Stigma." Pp. 175 – 189 in *Research in the Sociology of Health Care, Volume 36*, edited by J.J. Kronenfeld. Emerald Group Publishing.

Drew, Patricia. 2013. "Vaginal Rejuvenation Surgery." Pp. 2025-2029 in *The Multimedia Encyclopedia of Women in Today's World*, edited by Mary Zeiss-Strange, Carol Oyster, and J. Geoffrey Golson. Thousand Oaks, CA: Sage Publications.

Drew, Patricia. 2013. "Swing Dancing." Pp. 1880 – 1884 in *The Multimedia Encyclopedia of Women in Today's World*, edited by Mary Zeiss-Strange, Carol Oyster, and J. Geoffrey Golson. Thousand Oaks, CA: Sage Publications.

Mariana Guzzardo

Guzzardo, M. T., Adams, W. E., Todorova, I. L. G., Falcón, L. M. (2017). Harmonizing beliefs with realities: Social support among older Puerto Ricans with disabilities. *SAGE Open [Special Issue on Ethnogerontology]*, 7. <https://doi.org/10.1177/2158244017715337>

Guzzardo, M. T., Adams, W. E., Todorova, I. L. G., Falcón, L. M. (2016). Resonating sentiments on Puerto Rican identity through poetry: Voices of the diaspora. *Qualitative Inquiry*, 22(5), 428-443.

Guzzardo, M. T., Engelman, A., Todorova, I. L. G., Rivero-Vergne, A., Dean-Olmsted, E., Guzzardo Tamargo, R. "Everything changed after the hurricane": The experiences of older adults in Puerto Rico (forthcoming).

Guzzardo, M. T., Todorova, I. L. G., Engelman, A., Rivero-Vergne, A., Dean-Olmsted, E., Guzzardo Tamargo, R. *Methods in qualitative research after a disaster and during a humanitarian crisis* (forthcoming).

Guzzardo, M. T., Engelman, A., Todorova, I. L. G., Rivero-Vergne, A.,

Dean-Olmsted, E., Guzzardo Tamargo, R. *Emergency response through non-governmental groups in the aftermath of Hurricane María in Puerto Rico (forthcoming).*

Vesely, C. K., Guzzardo, M. T., Bravo, D. Y. *Immigrant families across the lifespan in a time of uncertainty: Policy issues and recommendations.* To be submitted to Research and Policy Briefs of the National Council on Family Relations (forthcoming).

Jiansheng Guo

Guo, J. (2016). *Test bank* (as the publisher's instructors teaching resources materials for [John Santrock](#), 2016, *A topical approach to life-span development, 8th edn*). [McGraw-Hill](#).

Wakimoto, D. K., Alexander, S., Bussman, J. D., Winkelman, P., & Guo, J. (2016). Campus-wide information literacy assessment: An opportunity for library leadership through understanding faculty perspectives. *Library Leadership and Management, 31*(1), 1-19.

Wu, L., Klink, R., & Guo, J. (2013). Creating gender brand personality with brand names: The effects of phonetic symbolism. *The Journal of Marketing Theory and Practice, 21*(3), 319-329.

External Reviewer for

Scholarship Evaluation Committees:

Chinese National Scholarship Board for Outstanding Doctoral Students

***Studying Overseas* (in Areas in Social Sciences and Humanities, for universities on the West Coast of USA), 2014, 2015, 2016, 2018**

Academic Journals:

***Children and Society*, 2018**

***Lingua*, 2017, 2018**

***Journal of the Japanese Society for Language Sciences*, 2015**

***Interaction Studies*, 2014**

Keri O Neal

Ashiabi, G.S. & O’Neal, K.K. (2015). Child Social Development in Context: An Examination of Some Propositions in Bronfenbrenner’s Bioecological Theory. *Sage Open*, 5 (2), <https://doi.org/10.1177%2F2158244015590840>.

Komorosky, D., & O’Neal K.K. (2015). Developing empathy and preventing crime through humane education and restorative justice". *Criminal Justice Review Special Issue: Animals & Issues of Law and Justice*, 18, 395-406.

O’Neal, K.K. & West, S.L. (2015). Drug Use Among American Adolescents: An Examination of Prevention and Intervention Programs. *New Approaches to Drug Policies*. (pp. 165-176). New York, NY: Palgrave.

O'Neal, K.K. & Watson, W.K. (December, 2014). Pregnant Incarcerated Adolescents: A Feminist Perspective. In J. Minaker and B. Hogeveen (Eds.), Criminalized Mothers: Criminalizing Motherhood. Toronto: Demeter.

Mulsow, M., O'Neal, K.K., Thompson, L., & Gladrich, C. (2014). Physical and sexual abuse during adolescence. In T. Gullotta & M. Bloom (Eds.), Encyclopedia of Primary Prevention and Health Promotion, 2nd Edition. (pp. 1391-1400). New York, NY: Springer Science+Business Media.

Xeno Rasmussen

Rasmusson, X. (2014). Clinical cannabis versus medical marijuana history and policy: US history and policy. *Social Science Implications for Public Policy*, 2(1), 15-30. Print and on-line version with open access:

http://aripd.org/journals/jsspi/Vol_2_No_1_March_2014/2.pdf

Valiente, Christian [B.A. student] and Rasmusson, X. (2015). Bucking stereotypes: How *My Little Pony* challenges stereotypical gender roles. *Journal of Psychological Issues in Organizational Culture*, 5(4), 88-97. DOI:

10.1002/jpoc.21162 Print and on-line version with open access:

<http://onlinelibrary.wiley.com/doi/10.1002/jpoc.21162/full>

Rasmusson, X., and Fowler, Annie [B.A. student] (2016). Older adults use of music on a daily basis: Potential for self-administered therapy. *International Journal of Multidisciplinary Academic Research*, 4(3), 77-84. Print (ISSN

2309-3218) and on-line version with open access:

<http://tinyurl.com/IJMAR-Older-Adults-Music>

Burgess, S. [B.A. Student] and Rasmusson, X. (2016). Parkinson's Narratives: Onset Experiences and Perceived Benefits of Preferred Physical Activity. *Advances in Social Sciences Research Journal*, 3(12), 150-160.

[doi:10.14738/assrj.312.2392](https://doi.org/10.14738/assrj.312.2392)

Johnston, E.A., Rasmusson, X., Foyil, B., and Shopland, P.P. (2017). Witnesses to transformation: Family member experiences providing individualized music to their relatives with dementia. *Cogent Education*, 4:1362888.

<https://doi.org/10.1080/2331186X.2017.1362888>

Rachael Stryker

2018 “Rethinking Resilience for Children and Youth in Conflict Zones: The Case of Palestine.” *Research in Human Development*. (with Salwa Massad, Sylvie Mansour, and Umaiye Khammash).

2018 “Adoption and Fostering” (revised). In *Oxford Bibliographies in Childhood Studies*. Ed. Heather Montgomery. New York: Oxford University Press.

2014. *Up, Down, and Sideways: Anthropologists Trace the Pathways of Power* (co-editor, with Roberto J. González). Oxford and New York: Berghahn Books.

2015 “Public Interest Ethnography: Women’s Prisons and Healthcare in California.” In *Conformity and Conflict: Readings in Cultural Anthropology* (15th Edition). James Spradley and David W. McCurdy (eds). New York: Allyn & Bacon.

2014 “On Family: Adoptive Parenting Up, Down, and Sideways.” In Rachael Stryker and Roberto J. González (eds.) *Studying Up, Down, and Sideways: Anthropologists Trace the Pathways of Power*. New York and Oxford: Berghahn Books.

2014 “On Studying Up, Down, and Sideways”: What’s at Stake?” (co-author, with Roberto J. González) In Rachael Stryker and Roberto J. González (eds.) *Studying Up, Down, and Sideways: Anthropologists Trace the Pathways of Power*. New York and Oxford: Berghahn Books.

2014 “On Power: Concluding Comments.”(co-author, with Barbara Rose Johnston and Roberto J. González), In Rachael Stryker and Roberto J. González (eds.) *Studying Up, Down, and Sideways: Anthropologists Trace the Pathways of Power*. New York and Oxford: Berghahn Books.

SELECT PROFESSIONAL CONFERENCES AND PRESENTATIONS

Christina Chin-Newman

Chin-Newman, C., Rich, M., & Attarwala, R. (2018, August). *Inclusive performing arts: At the intersection of psychological safety and psychological freedom*. Poster presented at the annual meeting of the American Psychological Association in San Francisco, CA.

Spink, K., Chin-Newman, C., & Smith, S. (2018, August). *Intersectional identities of university student-mothers with disabilities*. Poster presented at the annual meeting of the American Psychological Association in San Francisco, CA.

Woodhead, E., Chin-Newman, C., Spink, K., Hoang, M., & Smith, S. (2018, August). *College students' disclosure of mental health conditions on campus*. Poster presented at the annual meeting of the American Psychological Association in San Francisco, CA.

Chin-Newman, C., Spink, K., Tran, T., Yao, M., & Smith, S. (2018, May). *University students with disabilities: Perceptions of collaborative learning*. Poster presented at the annual meeting of the American Psychological Society in San Francisco, CA.

Woodhead, E., Chin-Newman, C., Spink, K., & Smith, S. (2018, May). *Age-related differences in college students' comfort disclosing disability status*. Poster presented at the annual meeting of the American Psychological Society in

San Francisco, CA.

Spink, K., Chin-Newman, C., & Shaw, S. (2017, April). *Experiencing motherhood as a college student: Challenges and social support*. Paper presented at the annual meeting of the Western Social Science Association in San Francisco, CA.

Chin-Newman, C., Smith, S., & Spink, K. (2016, April). *Lessons learned from the L.A.N.D. Project*. Paper presented at the annual meeting of the Western Psychological Association in Long Beach, CA.

Chin-Newman, C., Smith, S., Finnegan, P., & Nair, D. (2016, April). *The L.A.N.D. Project: University experiences of students with ADHD*. Poster presented at the annual meeting of the Western Psychological Association in Long Beach, CA.

Chin-Newman, C., Smith, S., Ayon, L., & Kain, S. (2016, April). *The L.A.N.D. Project: University experiences of students with mood disorders*. Poster to be presented at the annual meeting of the Western Psychological Association in Long Beach, CA.

Chin-Newman, C., & Shaw, S. (2014, April). *Transfer student transitions: Support and engagement*. Poster presented at the annual meeting of the Western Psychological Association in Portland, OR.

Lynn Comerford

Lynn Comerford (2016). "Balancing Teaching, Research and Service at a Teaching University." Paper read at Dar Al Hekma University Conference on Research, Jeddah, Saudi Arabia, March 22-24.

Lynn Comerford (2013). "New BA in Women's Studies at CSU East Bay." Presented at the Hayward Campus, California State University, East Bay, March 27, 2014; Concord Campus, California State University, East Bay, April 8, 2014; Oakland Campus, California State University, East Bay, April 10, 2014. "The School, Community, and Home Link: Supporting Children and Connecting Parents" (with Mavis Braxton and Emily Chow). Service Learning & Community Engagement Series, CSUEB, March 4th.

Lynn Comerford (2013). "Exploring Educational Equity through Service Learning" (with Mavis Braxton and Emily Chow). Service Learning & Community Engagement Series, CSUEB, January 29th.

Patricia Drew

Drew, Patricia, "Intergenerational Breasts: Breast Reduction Surgery Patients And Family Breast Talk." To be presented at the Pacific Sociological Association annual meeting. Oakland, CA, March 28 -31, 2019.

Drew, Patricia, Christina Chin-Newman, Alina Engelman and Sara Smith.

“Resilience Among College Students with Disabilities: Protective Factors and Social Support.” Pacific Sociological Association annual meeting. Long Beach, CA, March 28 -31, 2018.

Drew, Patricia, Christina Chin-Newman, and Sara Smith. “Stigma or Support from Faculty: Perceptions of Students with Disabilities or Learning Differences.” Pacific Sociological Association annual meeting. Portland, OR, April 7-10, 2017.

Drew, Patricia. “Accessibility Allies on College Campuses: Supporting Students with Disabilities and Learning Differences.” Discussant. Western Social Science Association annual conference. San Francisco, CA, April 12-15, 2017.

Drew, Patricia. “Empowered and Troubled: Popular Depictions of Midlife Women’s Bodies.” Pacific Sociological Association annual meeting. Oakland, CA, March 30-April 2, 2016.

Drew, Patricia. “Midlife Women’s Bodies and Body Work in *More*.” Pacific Sociological Association annual meeting. Reno, NV, March 21-24, 2013.

Mariana Guzzardo

Guzzardo, M. T. and Engelman, A. (2018, November 8th) *“Everything Changed After The Hurricane”: Older Adults' Experiences & the*

***Emergency Response in Puerto Rico.* Presentation during U- Hour for the Library Speaker Series, CSUEB, Hayward.**

Panelist, (2018, January 18) *Community Mobilizing through Pedagogies of Healing and Liberation.* Panel during Week of Inclusive Excellence, featuring an interactive dialogue led by Dr. G. Reyes from the Department of Educational Leadership at CSUEB, Hayward.

From experiencing or witnessing acts of oppression and injustice, how can we not only speak out against it, but also heal from the trauma that it causes? This session held during the Week of Inclusive Excellence features an interactive dialog led by Dr. G.T. Reyes from the Department of Educational Leadership and initiator of the #CrossThisOut movement that has generating momentum at CSUEB as well as K-12 and other universities across the nation.

Xeno Rasmussen

Rasmusson, X. Developing an In-house Individualized Music Listening Program for Frail Elders in a Residential Health Center. California Long Term Care Management (CALTCM) 45th Annual Conference, April 2018.

Rasmusson, X. Community-Based Learning: Putting Ideas Into Action, CSU Teaching & Learning Symposium. San Jose State University, October 22, 2016. Symposium panel with Andrea Wells, Mary D'Alleva, and Sally Thomas.

Rasmusson, X. Designing and Implementing a Dance-based Exercise Class for Community Dwelling Elders. Fourth annual CHAMP Conference on Health and Aging. San Jose, CA, April 24, 2015. Faculty sponsor/co-author for undergraduate student Sandra Burgess.

Rasmusson, X. Implementing Live-In Animal-Assisted Therapy (AAT) for Residents in a Long-Term Care Facility. CHAMP Conference on Health and Aging. San Jose, CA, April 24, 2015. Faculty sponsor/co-author for Fiona Day, HCA graduate student and Carla Daniels, B.A.

Rachael Stryker

2018 “Youth Emotional Suspicion, and Emerging Psychologies in Palestine.” Childhood, Violence and Psychological trauma: Transcultural Perspectives (Workshop). Institute of Advanced Studies (Common Ground). University College London, UK.

2017 “Attachment as a Politics of Affect.” Connectors Study Invited Seminar Series, Centre for Innovation and Research in Childhood and Youth Studies, University of Sussex, Brighton UK.

2017 “The Value of Multi-sited Ethnography for Researching and Informing Effective Adoption Education in the United States.” Research-based Seminar Series. The School of Education and Childhood Studies, University of Portsmouth, UK.

2017 “The Crowded Couch: Youth, Emotional Suspicion, and Emerging Psychologies in Palestine’s West Bank.” Meetings of the Anthropology of Children and Youth Interest Group, Los Angeles, CA.

**2016 “Evergreen, Colorado as Interstitial Space and Carceral Geography.”
Meetings of the Royal Geographical Society, London, UK.**

**2015 “Classic and Emerging Themes in the Anthropology of Children and Youth.” Annual Meetings of the American Anthropological Association,
Denver, CO.**

**2015 Cognitive Migration Strategies: Re-registering Fixity and Fluidity in a
Palestinian-American Community.” Young Lives Research Seminar,
Department of International Development, Oxford University, Oxford, UK**

**2015 “Westernizing Emotion Socialization in Russian *Detskie Doma*.”
Meetings of the Anthropology of Children and Youth Interest Group. Long
Beach, CA**

**2014 “On Family: Parenting Up, Down, and Sideways.” Annual Meetings of
the American Anthropological Association. Washington, DC.**

SELECT GRANTS, AWARDS , AND DISTINGUISHED SERVICE

Steven Borish

2015 Sabbatical Award, (Winter Quarter)

Building upon earlier research and publications (Gilbert and Borish 1997,

Borish and Gilbert 2016, in press at the time) its focus was on the life and work of the English biologist Conrad Waddington (1905-1975: the creative professional development of this major innovator in biological theory, the relationship of his work to the newest research in the field of epigenetics, and the relevance of the epigenetic landscape model to human development theory.

Christina Chin-Newman

CSUEB Research Grants

Mentoring Student Researchers (\$5,000 in 2016-17)

A Study of the Emotional Lives of Adolescent Participants in an Arts-Based and Mindfulness Peace Education Program in Mexico (\$5,000 in 2015-16)

Exploring L.A.N.D. (Learning, Ability, and Neurological Diversity) at CSUEB (\$4,000 in 2015-16)

Emergent Creativity in the Work of an Inclusive Dance Ensemble (\$12,000 in 2014-15)

Provost's Award for Outstanding Faculty Mentor to Students (2018)

Award for Exceptional Levels of Service to Students (2015)

Lynn Comerford

2016 Winter Online & Hybrid Course Quality Transformation Grant

2015 Sabbatical Award, CSUEB (Spring Quarter).

Conducted original research that led to the edited volume, *Feminist Parenting* (2016); Dr. Comerford was co-editor and author of two chapters in the edited volume.

2013-2014 CSU East Bay Critical Thinking Assessment Project

Patricia Drew

2018 Sabbatical Award, CSUEB (Fall Semester)

co-editing book, *Mother's Breasts: Personal, Interpersonal, & Social Perspectives* (Demeter Press), with Rosann Edwards. signed contract for this book with Demeter Press; the book draft due to Demeter in November 2018. In addition to editorial duties, writing a chapter for the book that will focus on mothers' experiences with elective breast surgery post-pregnancy

2017 CSUEB Faculty Support Grant (\$5000) for Primary investigator of "Social

and Personal Outcomes of Long-Term Weight Loss Surgery Patients.”

Keri O’Neal

Chancellor Incentive Award with UC Berkeley Doctoral Candidate Gabby Falzone. Granted 2017.

Xeno Rasmussen

CSUEB Faculty Advisor for Human Development Club ([OrgSync page](#))

Member of [Artist Advisory Board](#), [Alive Inside Foundation](#)

Change the lives of people with dementia through music:

<http://www.aliveinside.org/programs/>

Rachael Stryker

2018-2019 Palestinian American Research Center, U.S. Research Fellow

2017 Fulbright Research/Teaching Award (United Kingdom), Shortlisted

**2016 Palestinian American Research Center Faculty Development Seminar
Travel Grant**

2015 CSEUB Faculty Support Grant for Mentoring Student Researchers

**2015 National Science Foundation Short Course in Research Methods Grant
(Statistics in Ethnographic Research)**

**2015 National Science Foundation Short Course in Research Methods Grant
(Cultural Domain Analysis)**

Appendix C: Student Achievements

SELECT STUDENT ACHIEVEMENTS

Students With Recently Published Work Based on Their Senior Thesis Projects:

Valiente, Christian [B.A. student] and Rasmusson, X. (2015). Bucking stereotypes: How My Little Pony challenges stereotypical gender roles. Journal of Psychological Issues in Organizational Culture, 5(4), 88-97. doi: 10.1002/jpoc.21162

Rasmusson, X., and Fowler, Annie [B.A. student] (2016). Older adults use of music on a daily basis: Potential for self-administered therapy. International Journal of Multidisciplinary Academic Research, 4(3), 77-84. Print (ISSN 2309-3218)

Burgess, S. [B.A. Student] and Rasmusson, X. (2016). Parkinson's Narratives: Onset Experiences and Perceived Benefits of Preferred Physical Activity. Advances in Social Sciences Research Journal, 3(12), 150-160. doi:10.14738/assrj.312.2392

Select Alumni Status Updates

**Judy Sakaki (1975), MA., Ph.D.
President of Sonoma State University**

Victor Rios (2000), Ph.D, Ethnic Studies, UC, Berkeley. Full Professor, UC Santa Barbara. Author of many social justice-oriented articles, several books and the subject of recent documentary “The Pushouts.”

Cori Ann Lentz (2017), clinical doctorate student in Physical Therapy at Samuel Merritt University. She has just completed her first semester, been honored with a White Coat Ceremony, and will begin her first clinical rotation in the Intensive Care Unit in January, 2019.

Stacy Shaw (2012), PhD candidate, Developmental Psychology, UCLA. Awarded National Science Foundation Graduate Research Fellowship in 2017, co-authored 3 peer-reviewed research journal articles (co-author Christina Chin-Newman).

Yvette Malamud Ozer, M.S. in School Psychology, CSUEB (2005); Ph.D. in Clinical Psychology Alliant University, San Francisco. Adjunct faculty at Alliant University, and CSUEB. Author of several books: Ozer, Y. M. (2012). A student guide to health: understanding the facts, trends, and challenges. ABC-CLIO. Reevy, G. M., Ozer, Y. M., & Ito, Y. (2010). Encyclopedia of emotion (Vol. 1 & 2). ABC-CLIO.

**Dean Rivera, Ph.D. candidate
Department of Social Welfare
University of California**

**Marcy Groves PhD program in
Occupational Therapy
Samuel Merritt College**

**Sandra Moody, MFT
Lead Area Chair, Psychology
University of Phoenix
Couples Workshop Leader**

**Hafiza Daliri, M.A., Health Care Administration
California State University East Bay**

**Carolyn Neufeld (2012), CTRS, RTC,
Recreation Therapist at California Health Care Facility
California Dept. of Corrections and Rehabilitation
Tracy, California**

**Shannon Plummer, MSW
San Jose State University**

**Kathy Spyrka, MSW
California State University, Long Beach**

**Page Miller, M.S., Occupational Therapy
Dominican University
San Rafael, CA**

**Manveen Chahal (2013) MFT
University of Southern California**

**Livier Ayon (2014), M.S., Applied Social Psychology, University of Sussex.
Awarded Chevening Fellowship from UK government in 2016, graduated from
University of Sussex with Master's in Applied Social Psychology in 2018**

**Suanne Kain (2016). Masters in Social Work
University of California Los Angeles**

**Melissa Sigars, MA, Educational Leadership, CSUEB.
Principal, West Contra Costa Unified School District.**

Krystyll Miranda (2013)

Masters in Public Administration, CSUEB

Scholarship Coordinator at University of the Pacific

Kenneth Chargois (2016)

Masters in Counseling program

University of San Francisco

Deepa Nair (2017), enrolled in M.S. in

Speech-Language Pathology,

California State University East Bay

Carol Ledesma, enrolled in MSW at

Simmons College in Massachusetts.

YEP program leader at Hayward Unified School District.

Bryan Fauth (2009), M.S., Special Education,

California State University East Bay

**Assistant Director of Student Advising & Support Services, Cascadia College,
Bothell, WA.**

Mike Little, (2002) MSW UC Berkeley (2004), MPA CSUEB (2013).

**Mike has been with Alameda County Social Services since 2005, first as a case
work specialist, then Child Welfare Supervisor, and is currently Staff
Development Manager- Interim at Alameda County Social Services.**

Manveen Chahal (2013) MFT from

University of Southern California (2016).

Annette Murtagh (2003), Resident Services Manager at Baywood Court

Retirement Community, San Leandro, CA.

Michelle Taylor Lagunas (2003), Center Director, Center for Elders' Independence, Oakland, CA.

Kathleen Fanning (2017), Director of Sales and Marketing (Retirement Advisor) Carlton Senior Living, Pleasant Hill, CA.

**Leanna Jack (2013), M.A. Counseling
Saint Mary's College. Counselor and Instructor
at Las Positas College, Livermore, CA.**

Karen Hamadanyan (2010), MSW CSUEB, MFT JFJU; LCSW, Clinical Case Management for Alameda County Behavioral Health Care Services

**Dawn Guglielmino (2004), M.A., Counseling CSUEB.
Marriage Family Therapist in private practice,
Walnut Creek.**

**Cynthia "Cyndi" Eppler (2002), M.S. counseling CSUEB, LMFT LPCC.
Quality Reviewer California County Mental Health Systems, Adjunct Faculty,
CSUEB (2006-present).**

**Miriam Lowe, (2017), enrolled in M.S.W., CSU San Bernadino, and placed as
an Americorps VISTA at West Texas Counseling & Guidance working in
mental health.**

**Brittney Cardin (2015), enrolled in M.A. in Counseling Psychology at Santa
Clara University and working as a Crisis Counselor at Crisis Text Line.**

Appendix D: Assessment Reports from 2013-2014 through 2017-2018

HDEV 2013-2014 Assessment Report

2. SUMMARY OF ASSESSMENT (about 1 page) A. Program Student Learning Outcomes

Program Student Learning Outcomes:

Students graduating with a B.A. in Human Development from will be able to:

Demonstrate core knowledge in biological, psychological, and social aspects of human development; Demonstrate critical thinking ability to identify similarities, differences, and connections among human development perspectives;

Thoughtfully reflect on the application of human development knowledge and skills to settings outside the university. Students should additionally be able to apply their knowledge and skills to new and diverse situations outside the university;

Access information, design and carry out individual and group research projects, and present them clearly, logically and persuasively;

Show ability to understand themselves reflectively and others empathetically and apply these skills to both academic and nonacademic contexts.

A curriculum map aligning HDEV SLOs with CSUEV ILOs is attached. Please see Appendix I.

B. Program Student Learning Outcome(s) Assessed

Program Student Learning Outcome Assessed:

Thoughtfully reflect on the application of human development knowledge and skills to settings outside the university. Students should additionally be able to apply their knowledge

and skills to new and diverse situations outside the university.

C. Summary of Assessment Process

Summary of Assessment Process:

This assessment project analyzed students' mastery of service learning skills as demonstrated in signature assignments.

Sample:

The sample included papers (N = 165; n = 26) from Spring 2013 HDEV 3203:Applying Theory and Methods in Human Development. A random systematic sample was utilized, with a random number start.

Evaluation Process:

1. In May 2014 the HDEV faculty met to analyze written work submitted for final papers by HDEV 3203 students.
2. The faculty modified the AAC&U's Integrative Learning Value Rubric to accurately capture the content of HDEV SLO 3.
3. Papers were scored using an interval scale of 1-4. Faculty reviewers used the following ratings to assess SLO components and overall SLO attainment in paper:
 - a. 1 = Unacceptable
 - b. 2 = Developing
 - c. 3 = Proficient
 - d. 4 = Outstanding
4. Faculty members independently scored one paper. Paper scores were collectively discussed to ensure that the rubric was normed.
5. All faculty then scored additional papers; each paper was scored by two faculty reviewers.
6. The faculty discussed analysis results at a subsequent May 2014 meeting.
7. Faculty identified areas of SLO 3 strength and areas for improvement.
8. Faculty formulated strategies for SLO 3 improvement and implementation.

D. Summary of Assessment Results

Assessment Results:

Scores ranged from 4 (outstanding) to 1 (unacceptable) in the analysis. The average service

learning scores all fell between the ratings of 3 (proficient) and 2 (developing).

Mean Scores and Range for Service Learning Indicators:

Connections of Experience and Discipline: 2.35 (Range from 1 to 3.75) Connection to Wider Social Context: 2.13 (Range from 1 to 4)

Quality of Final Report: 2.09 (Range from 1 to

3.5) Overall Paper Score: 2.15 (Range from 1 to 3)

Based upon the faculty's assessment, the following strengths, weaknesses, and plans for improvement were made:

Strengths:

Seven of nine HDEV 3203 sections assigned a final paper asking individual students to utilize appropriate scholarly literature in analyzing their service learning experiences.

Many papers demonstrated thoughtful reflection related to student learning experiences.

Weaknesses:

Few papers meaningfully integrated academic literature with the service learning experience.

Some papers focused solely on the service learning site and failed to discuss connections to the broader social context.

Faculty determined that assessment scores reflected:

o The junior level standing of the course.

o Insufficient mapping of SLO3 onto HDEV courses.

o An overly-narrow shared understanding of SLO3 as a service learning SLO. Plans for closing the loop:

Faculty decided that SLO3 should be reimagined more broadly as an applied learning

SLO, rather than strictly as a service learning SLO. Applied learning is conceptualized to include external/community engagements, assessments, studies, and reflections.

Service learning remains included in the HDEV curriculum as a component of applied learning. HDEV 3203 will retain its service learning emphasis.

Faculty determined that the present definition of SLO3 sufficiently captures the new view of SLO3 as an applied learning SLO.

In order to provide students additional exposure to applied learning, SLO3 will now be

mapped onto the following HDEV courses: 3202, 3203, 3304, 4150, 4811, and 4812.

2014-15 Assessment
Plans:

In the 2014-15 academic year, the Department of Human Development and Women's Studies intends to:

- Continue our 2013-14 assessment work by implementing our plans for closing the loop. □ Conducting an assessment of HDEV SLO 4: "4. Access information, design and carry out individual and group research projects, and present them clearly, logically and persuasively."
- o This assessment will incorporate direct evidence from students' work in HDEV 4812: Senior Capstone II.

HDEV 2014-2015 Assessment Report

2. SUMMARY OF ASSESSMENT (about 1 page)

A. Program Student Learning Outcomes

Program Student Learning Outcomes:

Students graduating with a B.A. in Human Development from will be able to:

1. Demonstrate core knowledge in biological, psychological, and social aspects of human development;
2. Demonstrate critical thinking ability to identify similarities, differences, and connections among human development perspectives;
3. Thoughtfully reflect on the application of human development knowledge and skills to settings outside the university. Students should additionally be able to apply their knowledge and skills to new and diverse situations outside the university;
4. Access information, design and carry out individual and group research projects,

and present them clearly, logically and persuasively;

5. Show ability to understand themselves reflectively and others empathetically and apply these skills to both academic and nonacademic contexts.

B. Program Student Learning Outcome(s) Assessed

Program Student Learning Outcome Assessed:

4. Access information, design and carry out individual and group research projects, and present them clearly, logically and persuasively;

C. Summary of Assessment Process

This assessment project analyzed students' mastery of designing, conducting, and analyzing research as demonstrated in signature assignments.

Sample:

The sample included capstone papers (N = 65; n = 20) from Fall 2014 and Winter 2015 HDEV 4812: Senior Research Seminar II classes. A random systematic sample was utilized, with a random number start.

Evaluation Process:

1. In May 2015 the HDEV faculty met twice to analyze written capstone papers submitted by HDEV 4812 students.
2. The faculty modified the AAC&U's Inquiry Analysis Value Rubric to accurately capture the content of HDEV SLO 4.
3. Papers were scored using an interval scale of 1-4. Faculty reviewers used the following ratings to assess SLO components and overall SLO attainment in paper:
 - a. 1 =

Unacceptable b. 2

= Developing

c. 3 =

Proficient d. 4

= Advanced

4. Faculty members independently scored one paper. Paper scores were collectively discussed and the rubric was slightly modified. The process was repeated with a second paper to ensure that the rubric was normed.
5. All faculty then scored additional papers; each paper was scored by two faculty reviewers.
6. The faculty discussed analysis results.
7. Faculty identified areas of SLO 4 strength and areas for improvement.
8. Faculty formulated strategies for SLO 4 improvement and implementation.

D. Summary of Assessment Results

Assessment Results:

Scores ranged from 4 (outstanding) to 1 (unacceptable) in the analysis. The average research scores all fell between the ratings of 3 (proficient) and 2 (developing).

Mean Scores and Range for Research Indicators:

Research Question and Rationale: 2.70 (Range from 1 to 4)

Existing Knowledge, Research, and/or Views: 2.93 (Range from 1.5 to 4)

Design Process: 2.62 (Range from .5 to 4)

Research Implementation and Analysis: 2.79 (Range from 1.5 to 4)

Limitations, Implications and Conclusions: 2.37 (Range from .565 to 4)

Holistic Paper Score: 2.77 (Range from 1 to 4)

Based upon the faculty's assessment, the following strengths, weaknesses, and plans for improvement were made:

Strengths:

- Most student papers included comprehensive, well-integrated literature reviews.
- Many student papers included thoughtful, interesting research questions.

Weaknesses:

- Some student papers needed more explicitly laid-out methodology and research limitations sections.
- The necessary connection between literature review, methodology, and analysis needed improvement in many papers.
- Faculty determined that assessment scores at least partially reflected the two-quarter division of the senior capstone project. That is, students write research proposals in HDEV 4811 and conduct and analyze their research projects in HDEV 4812.

Plans for closing the loop:

- Faculty decided that mastery-level SLO4 could be better achieved through a one-term class. As we transition to the semester system, the HDEV faculty plans to transform the senior capstone project to a 15-week course.
- The HDEV faculty believes that students' SLO4 mastery can be better achieved by asking students to streamline their research foci into realistically executable projects.
- The HDEV faculty hopes that students will develop better SLO4 mastery through additional exposure and practice throughout the curriculum. Faculty plan to revise course guidelines for classes mapped onto SLO4 by including:
 - o additional methodology and research limitation components
 - o enhanced discussions/analyses of the connections between research questions, theories, and methodologies.

HDEV 2015-2016 Assessment Report

2. SUMMARY OF ASSESSMENT (about 1

page) A. Program Student Learning Outcomes

A. Program Student Learning Outcomes

Students graduating with a B.A. in Human Development from will be able to:

1. Demonstrate core knowledge in biological, psychological, and social aspects of human development;
2. Demonstrate critical thinking ability to identify similarities, differences, and

connections among

human development perspectives;

3. Thoughtfully reflect on the application of human development knowledge and skills to settings outside the university. Students should additionally be able to apply their knowledge and skills to new and diverse situations outside the university;

4. Access information, design and carry out individual and group research projects, and present them clearly, logically and persuasively;

5. Show ability to understand themselves reflectively and others empathetically and apply these skills to both academic and nonacademic contexts.

B. Program Student Learning Outcome(s) Assessed

Program Student Learning Outcome Assessed:

5. Show ability to understand themselves reflectively and others empathetically and apply these skills to both academic and nonacademic contexts.

C. Summary of Assessment Process

This assessment project analyzed students' ability to deeply understand and examine their personal beliefs, to empathetically consider others' perspectives, and to empathetically interact with others. The students' PLO performance was demonstrated via written reflections regarding their class-based service learning placements: this was visible in materials that varied between classes. Service journals, reflection essays, and service logs were collected.

PLO 5 is presently mapped onto two Human Development classes. HDEV 3203: *Applied Theory and Methods* is the more advanced course that PLO5 is mapped onto; PLO 5 is mapped onto HDEV 3203 at the Introductory ("I") level. Currently, PLO 5 is not mapped onto any HDEV courses at the Developing ("D") or Mastery ("M") levels.

Sample:

The sample of students' work included documents from four sections of Spring Term 2015 HDEV 3203 classes. There were 105 students enrolled in the four sections of 3203; 51 students' papers were sampled (N = 105; n = 51). A random systematic sample was performed, with a random number start.

Evaluation Process:

1. In March and April 2016 the HDEV faculty met to analyze written reflections submitted by HDEV 3203 students.
2. The faculty combined and modified the AAC&U's Civic Engagement Value Rubric and the AAC&U Ethical Reasoning Value rubric to accurately capture the content of HDEV PLO 5.
3. Papers were scored using an interval scale of 1-4. Faculty reviewers used the following rating scale to assess SLO components and overall SLO attainment in paper:
 - a. 0 = Far Below Expectations
 - b. 1 = Below Expectations
 - c. 2 = Developing
 - d. 3 = Proficient
 - e. 4 = Exemplary
4. Faculty members independently scored one paper. Paper scores were collectively discussed and the rubric was slightly modified. The process was repeated with a second paper to ensure that the rubric was normed.
5. All faculty then scored additional papers; each paper was scored by two faculty reviewers.
6. The faculty discussed analysis results.
7. Faculty identified areas of PLO 5 strength and areas for improvement.
8. Faculty formulated strategies for PLO 5 improvement and implementation.

D. Summary of Assessment Results

Assessment Results:

Scores ranged from 0 (far below expectations) to 4 (exemplary) in the analysis. The average research scores all fell between the ratings of 1 (below expectations) and 3 (proficient).

Mean Scores and Range for Research

Indicators: Self-Awareness: 1.51 (Range from 1

to 4)

Awareness of Diversity of Communities and Cultures: 1.77 (Range from 0.5 to 4)

Application of Empathy in Considering Others' Perspectives: 2.15 (Range from 0.5 to

4) Reflexive and Empathetic Actions: 1.91 (Range from 0.5 to 4)

Holistic Paper Score: 1.91 (Range from 0 to 4)

Based upon the faculty's assessment, the following strengths, weaknesses, and plans for improvement were made:

Strengths:

- *Many student papers demonstrated curiosity about diverse communities and cultures.*
- *Many students empathetically considered others' situations and needs.*

Weaknesses:

- *Few papers demonstrated mastery of PLO 5 indicators.*
- *The assignments' guidelines did not specifically elicit comprehensive information related to PLO 5.*
- *Faculty determined that low indicator scores were affected by: 1) the limited number of classes PLO 5 is mapped onto; and, (2) the introductory level of PLO mastery assigned to the*

courses.

Plans for closing the loop:

- *The HDEV faculty determined PLO 5 needs to be mapped onto more courses. As we transition to the semester system, PLO 5 will be mapped onto the following courses:*

<i>Course Number</i>	<i>Course Title</i>	<i>Mastery Level</i>
<i>(I, D or M)</i>		
<i>HDEV 300</i>	<i>Lifespan Human Development</i>	
<i>I HDEV 301</i>	<i>Theories of Human Development</i>	<i>I</i>
<i>HDEV 312</i>	<i>Adolescence and Emerging Adulthood</i>	<i>I</i>
<i>HDEV 321</i>	<i>Gender, Race & Class in Human Development</i>	
<i>I HDEV 322</i>	<i>Adult Development and Aging</i>	<i>I</i>
<i>HDEV 401</i>	<i>Applying Theories and Methods in Human Development</i>	<i>D</i>
<i>HDEV 499</i>	<i>Senior Research Seminar</i>	<i>M</i>

- *After semester conversion, PLO 5 will be assessed by looking at student documents in HDEV 499: Senior Research Seminar.*

Human Development faculty members who are presently teaching HDEV 3203 have discussed altering assignment guidelines to more explicitly engage with PLO 5-related information. For instance, Dr. Jiansheng Guo is adjusting his assignment prompts by directly asking students to reflect upon the values and beliefs of the self and the organization/others. Such modifications will enable students to more clearly demonstrate their PLO 5 mastery.

skills in a constantly changing technological environment. Because of these individuals, the difficult task of working with information technology has been made much easier. Our department will miss Bernie Salvador upon his retirement but look forward to building long term relationships with others in the division.

As more students seek online education, the need for a strong IT department and the bridge between academic departments will remain strong.

Assessment: The department participates in an extensive assessment project each year. Please see section II for further information.

Other: *n/a*

HDEV 2016-2017 Assessment Report

II. **SUMMARY OF ASSESSMENT** (*suggested length of 1-2 pages*)

A. **Program Learning Outcomes (PLO)**

List all your PLO in this box. Indicate for each PLO its alignment with one or more institutional learning outcomes (ILO). For example: "PLO 1. Apply advanced computer science theory to computation problems (ILO 2 & 6)."

Program Student Learning Outcomes

Students graduating with a B.A. in Human Development from will be able to:

1. Demonstrate core knowledge in biological, psychological, and social aspects of human development; (ILO 2,6)
2. Demonstrate critical thinking ability to identify similarities, differences, and connections among human development perspectives; (ILO 1)
3. Thoughtfully reflect on the application of human development knowledge and skills to settings outside the university. Students should additionally be able to apply their knowledge and skills to new and diverse situations outside the university; (ILO 1,3,4,5)
4. Access information, design and carry out individual and group research projects, and present them clearly, logically and persuasively; (ILO 1,2,4,6)
5. Show ability to understand themselves reflectively and others empathetically

and apply these skills to both academic and nonacademic contexts. (ILO 3,5)

B. Program Learning Outcome(S) Assessed

List the PLO(s) assessed. Provide a brief background on your program's history of assessing the

PLO(s) (e.g., annually, first time, part of other assessments, etc.)

PLO 1: Demonstrate core knowledge in biological, psychological, and social aspects of human development.

PLO 1 is presently mapped onto 37 Human Development and Women's Studies classes. HDEV 4812: *Senior Research Seminar in Human Development II* is the most advanced course that PLO1 is mapped onto; PLO 1 is mapped onto HDEV 4812 at the Mastery ("M") level.

Currently, PLO

1 is mapped onto 8 HDEV courses at the Introductory ("I") level, 27 HDEV and WOST classes at the Developing ("D") level, and two HDEV classes at the Mastery ("M") level.

C. Summary of Assessment Process

Summarize your assessment process briefly using the following sub-headings.

Instrument(s): The faculty created a rubric to accurately capture the content of HDEV PLO1.

Sampling Procedure: The sample of students' work included documents from four sections of Spring Term 2016 HDEV 4812 classes. A random systematic sample was performed, with a random number start. The sample included 9 research proposals and 16 research projects.

Sample Characteristics: Seventy-three students participated in the four sections of 4812; 25 students' papers were sampled (N = 73; n = 25).

Data Collection: *(include when, who, and how collected)* 1.

In April 2017 the HDEV faculty met to analyze written reflections submitted by HDEV 4812 students.

2. The faculty created a rubric to accurately capture the content of HDEV PLO 5.

3. Papers were scored using an interval scale of 1-4. Faculty reviewers used the following rating scale to assess PLO components and overall PLO attainment in paper:
 - a. 1 = Unacceptable
 - b. 2 = Developing
 - c. 3 = Proficient
 - d. 4 = Outstanding
4. Faculty members independently scored one paper. Paper scores were collectively discussed and the rubric was slightly modified. The process was repeated with a second paper to ensure that the rubric was normed.
5. All faculty then scored additional papers; each paper was scored by two faculty reviewers.
6. The faculty discussed analysis results.
7. Faculty identified areas of PLO 1 strength and areas for improvement.
8. Faculty formulated strategies for PLO 1 improvement and implementation

Data Analysis:

Scores ranged from 1 (unacceptable) to 4 (outstanding) in the analysis. The average research scores for completed research projects all fell between the ratings of 2 (developing) and 3 (proficient).

Research Projects: Mean Scores and Range for Research Indicators:

Empirical Literature Review Demonstrates Core Knowledge: 3.066 (Range from 1 to

4) Theoretical Framework Demonstrates Core Knowledge: 2.66 (Range from 1 to 4)

Methodology Demonstrates Core Knowledge: 2.63 (Range from 1 to 3.5)

Results / Discussion Demonstrates Core Knowledge: 2.46 (Range from 1 to

4) Holistic Paper Score: 2.81 (Range from 1 to 3.5)

Research Proposals: Mean Scores and Range for Research Indicators:

Empirical Literature Review Demonstrates Core Knowledge: 2.71 (Range from 1.5 to

3.5) Theoretical Framework Demonstrates Core Knowledge: 1.62 (Range from 1 to 3)

Methodology Demonstrates Core Knowledge: 2.26 (Range from 1 to 3)

Holistic Paper Score: 2.05 (Range from 1 to 2.75)

D. Summary of Assessment Results

Summarize your assessment results briefly using the following sub-headings.

x **Main Findings:**

Strengths:

x Many student papers included appropriate and substantial empirical, theoretical, and methodological information from one Human Development related field.

x The core knowledge related information that students included is often well integrated, thoughtfully discussed, and clearly applied to the research topic.

x Completed research projects demonstrated a higher level of core HDEV knowledge than research proposals, indicating that students are continuing to gain mastery of HDEV information in their Senior Capstone class.

Weaknesses:

x Few papers included information from two or more Human Development-related

fields

(i.e., biology, psychology, sociology and/or anthropology).

x The research proposals did not demonstrate proficient core knowledge in any ranked category.

Recommendations for Program Improvement: *(changes in course content, course sequence, student advising)*

See “Closing the Loop”

Next Step(s) for Closing the Loop:

x The HDEV faculty discussed altering the capstone research project to more explicitly require students to integrate information from multiple HDEV-related disciplines in their empirical and theoretical literature reviews.

x The HDEV faculty discussed limiting the array of capstone projects to improve connections between methods and theory, improve methodological rigor, and improve the discussion of study findings in relation to the literature review.

x The HDEV faculty discussed building class guidelines backwards: starting by identifying the desired student outcomes in HDEV 499 and specifically identifying how these outcomes should be introduced and practiced in junior-level classes and senior seminars.

E. Assessment Plans for Next Year

Summarize your assessment plans for the next year, including the PLO(s) you plan to assess, any revisions to the program assessment plan presented in your last five-year plan self-study, and any other relevant information.

PLO 2. Demonstrate critical thinking ability to identify similarities, differences, and connections among human development perspectives.

The protocol we have developed over the years, while time consuming, has proven to be a valuable component in understanding and improving our curriculum. We will

follow the same steps next year.

III. **DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS**

Each program should provide a one-page discussion of the program data available through CAPR. This discussion should include an analysis of trends and areas of concern. Programs should also include in this discussion requests for additional resources including space and tenure-track hires. Resource requests must be supported by reference to CAPR data only. Requests for tenure-track hires should indicate the area and rank that the program is requesting to hire. If a program is not requesting resources in that year, indicate that no resources are requested.

Resources: The technical support given to us through the Information Technology department has been consistently strong. The individuals in each area provide knowledge and skill, augmented by their willingness to help and their proactive attitude toward helping faculty build their own skills in a constantly changing technological environment. Because of these individuals, the difficult task of working with information technology has been made much easier.

As more students seek online education, the need for a strong IT department and the bridge between academic departments will remain imperative.

Assessment: The department participates in an extensive assessment project each year. Please see section II for further information.

Other: *n/a*

HDEV 2017-2018 Assessment Report

II. **SUMMARY OF ASSESSMENT** *(suggested length of 1-2 pages)*

A. Program Learning Outcomes (PLO)

List all your PLO in this box. Indicate for each PLO its alignment with one or more institutional learning outcomes (ILO). For example: “PLO 1. Apply advanced computer science theory to computation problems (ILO 2 & 6).”

Program Student Learning Outcomes

Students graduating with a B.A. in Human Development from will be able to:

1. Demonstrate core knowledge in biological, psychological, and social aspects of human development; (ILO 2,6)
2. Demonstrate critical thinking ability to identify similarities, differences, and connections among human development perspectives; (ILO 1)
3. Thoughtfully reflect on the application of human development knowledge and skills to settings outside the university. Students should additionally be able to apply their knowledge and skills to new and diverse situations outside the university; (ILO 1,3,4,5)
4. Access information, design and carry out individual and group research projects, and present them clearly, logically and persuasively; (ILO 1,2,4,6)
5. Show ability to understand themselves reflectively and others empathetically and apply these skills to both academic and nonacademic contexts. (ILO 3,5)

B. Program Learning Outcome(S) Assessed

List the PLO(s) assessed. Provide a brief background on your program’s history of assessing the

PLO(s) (e.g., annually, first time, part of other assessments, etc.)

PLO 2: Demonstrate critical thinking ability to identify similarities, differences, and connections among human development perspectives; (ILO 1)

C. PLO 2 is mapped onto the vast majority of Human Development and Women’s Studies classes. HDEV 4812: Senior Research Seminar in Human Development II is the most advanced course that PLO 2 is mapped onto; PLO 2 is mapped onto HDEV 4812 at the Mastery (“M”) level. Starting in Fall Semester 2018, PLO 2 will be mapped onto 7 HDEV courses at the Introductory (“I”) level, 26 HDEV and WOST classes at the Developing (“D”) level, and one HDEV class at the Mastery & Assess (“M” and “A”) levels. **SUMMARY OF ASSESSMENT PROCESS**

Summarize your assessment process briefly using the following sub-headings.

Instrument(s): The faculty created a rubric to accurately capture the content of HDEV PLO2.

Sampling Procedure: The sample of students’ work included documents from six sections of HDEV 4812 classes spanning the Spring Term 2017 – Winter Term 2018 quarters.

Sample Characteristics: Twenty-four students’ papers were sampled (n = 24). A random systematic sample was performed, with a random number start.

Data Collection: *(include when, who, and how collected)* 1.

1. In May 2018 the HDEV faculty met to analyze written reflections submitted by HDEV 4812 students.

2. The faculty created a rubric to accurately capture the content of HDEV PLO 2. To do so, the faculty modified the AAC&U Critical Thinking Value Rubric to be aligned with the CSUEB HDEV department’s program learning outcome goals.

3. Papers were scored using an interval scale of 1-4. Faculty reviewers used the following rating scale to assess PLO components and overall PLO attainment in paper:

a. 1 =

Unacceptable b.

2 = Developing

- c. 3 = Proficient
- d. 4 = Outstanding
- 4. Faculty members independently scored one paper. Paper scores were collectively discussed and the rubric was slightly modified. The process was repeated with a second paper to ensure that the rubric was normed.
- 5. All faculty then scored additional papers; each paper was scored by two faculty reviewers.
- 6. The faculty discussed analysis results.
- 7. Faculty identified areas of PLO 2 strength and areas for improvement.
- 8. Faculty formulated strategies for PLO 2 improvement and implementation.

Data Analysis:

Scores ranged from 1 (unacceptable) to 4 (outstanding) in the analysis. The average critical thinking scores for all PLO 2 categories fell between the ratings of 1.97 (almost reaching the “developing” score) and 3 (“proficient”).

Mean Scores and Range for Research Indicators:

Explanation of Issues Demonstrates Critical Thinking: 2.85 (Range from 1 to 4)
Evidence Demonstrates Critical Thinking: 2.61 (Range from 1 to 4)
Student’s Position Demonstrates Critical Thinking: 2.10 (Range from 1 to 3.5)
Conclusions Demonstrate Critical Thinking: 1.97 (Range from 1 to 4)
Holistic Paper Score: 2.39 (Range from 1 to 4)

D. Summary of Assessment Results

Summarize your assessment results briefly using the following sub-headings.

Based upon the faculty's assessment, the following strengths, weaknesses, and plans for improvement were made:

x **Main Findings:**

Strengths:

- x Overall, students did a good job in the categories “Explanation of Issues Demonstrates Critical Thinking” and “Evidence Demonstrates Critical Thinking”
- x A few papers were excellent.
 - o They were well thought-out with comprehensive, clear, logical discussions.
 - o They introduced the topic and made the research question seem like it grew out of the lit review.
 - o These papers made critical thinking seem attainable and possible for HDEV students.
- x Many papers were good.
 - o These students did a good job utilizing a logical structure in their papers.
 - o These students understand the form of the paper.
 - o They have clear sections and follow directions well.
- o The vast majority of students do a good job listing studies and results.
- o They do a fine job citing sources.

Weaknes

ses:

- x Some students occasionally struggle with synthesizing source materials.
- x Papers would benefit from having one simple, clearly stated research question. Students need to be able to answer the question and not get overwhelmed.
- x Many students need to examine whether source material is:
 - o Subjective or objective data
 - o Perceptions or evidence

- x Some students need to enhance connection between introduction and discussion.

Recommendations for Program Improvement: *(changes in course content, course sequence, student advising)*

See “Closing the Loop”

Next Step(s) for Closing the Loop:

- x PLO 2 classes should train students to go deeper in thinking about meanings and causal connections.
 - o Classes can include hands-on critical thinking practice.
 - o In multiple PLO2 classes, Faculty can have students read and discuss excellent examples of simple research studies. We can discuss what factors make the studies good, clear, and readable.
 - o HDEV faculty are considering requiring critical thinking assignments in all upper division classes. In this assignment, students would practice comparing and contrasting similarities and differences between theories.
- x Faculty should spend more talking about importance of conclusion in HDEV 499 and other PLO2 classes.
 - x HDEV faculty are looking forward to combining HDEV 4811 and 4812 into HDEV 499 under the semester system. This will enable us to integrate critical thinking skills throughout the term.
 - x HDEV faculty are reassessing the scope of HDEV 499 projects, to consider how much time students have to successfully complete a project.

E. Assessment Plans for Next Year

Summarize your assessment plans for the next year, including the PLO(s) you plan to assess, any revisions to the program assessment plan presented in your last five-year plan self-study, and any other relevant information.

1. PLO 3. Assess information; design and conduct individual and/or

group research projects, and present them clearly, logically, and persuasively. (Please note: this is an updated PLO that goes along with our curriculum on the semester system)

The protocol we have developed over the years, while time consuming, has proven to be a valuable component in understanding and improving our curriculum. We will follow the same steps next year.

Appendix E: Student, Faculty, and Course Data

Data for Appendix E obtained from Institutional Research, Analysis and Decision Support ([www.csueastbay.edu/ir/InstitutionalDashboards / index.html](http://www.csueastbay.edu/ir/InstitutionalDashboards/index.html))

Number of Undergraduate Majors Enrolled

Degree	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Human Development, B.A.	462	433	415	443	510	538

Number of Degrees Awarded - Majors

Degree	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Human Development, B.A.	158	156	144	163	166	190

Number of Undergraduate Minors Enrolled

Degree	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
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Human Development, Minor	45	52	58	73	89	93
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Number of Human Development Degrees by Option

Option	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Early Childhood Dev.	114	116	120	129	170	228
Childhood Dev.	75	93	93	93	98	110
Adolescent Dev.	41	36	35	42	56	62
Adult Dev. And Gerontology	44	34	35	34	60	61
Women's Dev.	26	30	22	23	28	30
Undeclared	174	132	122	131	105	53

Full-Time vs. Part-Time Human Development Majors

Status	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Full-Time	379	401	402	394	435	Not available
Part-Time						

Native (N) vs. Transfer (T) Human Development Majors

Degree	2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Human Development	N=21 T=137	N=10 T=146	N=12 T=132	N=14 T=149	N=22 T=144	N=25 T=165

Ethnicity of Human Development Majors

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
American Indian	2	2	1	1	2	7
Asian	85	73	71	70	56	65
Black	92	83	73	66	87	90
Hispanic	107	109	112	134	178	194
Pacific Islander	4	4	2	3	5	5
White	113	108	102	106	112	142
Multiple Ethnicity	28	31	28	32	62	68
Unknown	30	18	19	22	31	20

Gender of Human Development Majors

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Female	478	448	450	465	536	560
Male	44	41	27	41	47	57

Number of Tenured or Tenure Track Faculty

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Full –Time Tenured/Tenure Track	9	9	11	10	9	9
Part-Time Tenured/Tenure Track	1	1	0	0	0	0
Total	10	10	11	10	9	9

Number of Lecturers

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Full-Time Lecturers	0	0	0	2	3	3
Part-Time Lecturers	8	9	9	7	6	6
Total	8	9	9	9	9	9

Tenured/Tenure Track Faculty to Lecturer Ratio

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Tenure/Tenure Track /Lecturer Ratio	10/8	10/9	11/9	10/9	9/9	9/9

Ethnicity of Tenured/Tenure Track Faculty

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
American Indian						
Asian	1	1	2	2	2	2
Black	1	1				
Hispanic						
Pacific Islander						
White	6	7	8	8	7	7
Multiple Ethnicity						
Unknown	2	1	1			

Gender of Tenured/Tenure Track Faculty

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Female	7	7	7	6	6	6
Male	3	3	4	4	3	3

Ethnicity of Lecturers

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
American Indian						
Asian						
Black	1	1	1	1	1	1

Hispanic						
Pacific Islander						
White	5	4	5	6	6	6
Multiple Ethnicity						
Unknown	2	4	3	2	2	2

Gender of Lecturers

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Female	5	6	6	6	6	6
Male	3	3	3	3	3	3

Instructional FTE Faculty (FTEF)

Percentage FTEF Breakdown by Type

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Tenure/Tenure Track	8.99	7.99	10.33	8.53	Not available	Not available
Lecturer	6.15	6.36	5.31	5.29	Not available	Not available
Total	15.14	14.35	15.64	13.82		14.7

Total FTES Taught

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Tenure/Tenure Track	215.6	226.2	319.47	267.93	Not available	Not available
Lecturer	292.33	274.47	192.27	239.8	Not available	Not available
Total	507.93	500.67	511.74	507.73	Not available	526.7

Student Faculty Ratios

Overall SFR

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Tenure/Tenure Track	23.97	28.30	30.94	31.41	Not available	Not available
Lecturer	47.5	43.18	36.24	45.30	Not available	Not available
Total	33.53	34.89	32.74	36.73	Not available	35.8

Course Information

Section Size

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
# of Course Sections Offered	38	40	41	42	42	41
Average Section Size for All	37.3	37.5	36.7	36.5	36.5	36.7

Courses						
Total Enrollment	1418	1501	1505	1477	1477	1505