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: [4/8/2019]

Program’s Response to External Reviewer’s Report completed on: [N/A]

Complete 5-Year Program Review Report submitted to CAPR 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 the 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.
- 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 10/5/15*

Elective and Required Courses taken by HDEV majors

I = Introduce, D = Develop, M = Master, and A = Assess.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>R</th>
<th>PLO 1</th>
<th>PLO 2</th>
<th>PLO 3</th>
<th>PLO 4</th>
<th>PLO 5</th>
</tr>
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<tbody>
<tr>
<td>HDEV 209 Human Development in Contemporary Society</td>
<td>E</td>
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<td>HDEV 303 Lifespan Human Development</td>
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<td>HDEV 301 Theories of Human Development</td>
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<td>HDEV 302 Research Methods in Human Development</td>
<td>R</td>
<td>I</td>
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<tr>
<td>HDEV 311 Infant and Child Development</td>
<td>R</td>
<td>I</td>
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<td>HDEV 312 Adolescence and Emerging Adulthood</td>
<td>R</td>
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<td>HDEV 321 Gender, Race &amp; Class in Human Development</td>
<td>R</td>
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<td>HDEV 322 Adult Development and Aging</td>
<td>R</td>
<td>I</td>
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<tr>
<td>HDEV 401 Applying Theories and Methods in Human Development</td>
<td>R</td>
<td>D</td>
<td>D</td>
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<tr>
<td>HDEV 411 Early Child Cognitive Development: Theory and Research</td>
<td>E</td>
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<td>D</td>
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<tr>
<td>HDEV 412 Early Childhood Social Development: Theory and Research</td>
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<td>HDEV 413 Children in Families and Communities</td>
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<td>HDEV 414 Creative and Artistic Development in Early Childhood</td>
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<tr>
<td>HDEV 419 Contemporary Research Topics in Early Childhood</td>
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<tr>
<td>HDEV 421 Child Cognitive Development: Theory and Research</td>
<td>E</td>
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<td>HDEV 422 Child Social Development: Theory and Research</td>
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<td>HDEV 423 Child Language Development</td>
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<td>HDEV 424 Global Perspectives on Children</td>
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<td>HDEV 429 Contemporary Research Topics in Childhood</td>
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<td>HDEV 431 Prevention and Intervention in Adolescent Development</td>
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<td>D</td>
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<td>Course Code</td>
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<td>HDEV 432</td>
<td>Social Dimensions of Conflict in Adolescent and Adult Development</td>
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<td>HDEV 433</td>
<td>Technologies, Media, and Adolescence</td>
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<td>HDEV 439</td>
<td>Contemporary Research Topics in Adolescent Development</td>
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<td>HDEV 441</td>
<td>Human Development and Work</td>
<td>E</td>
<td>D</td>
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<td>HDEV 442</td>
<td>Health and Aging</td>
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<td>D</td>
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<td>HDEV 449</td>
<td>Contemporary Research Topics in Adulthood and Aging</td>
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<td>HDEV 451</td>
<td>Midlife Transitions</td>
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<td>HDEV 452</td>
<td>Intimate Relationships</td>
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<td>HDEV 453</td>
<td>Sexual Orientations in Human Development</td>
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<td>HDEV 499</td>
<td>Senior Research Seminar</td>
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<td>M/A</td>
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<td>WOST 301</td>
<td>Women and Work</td>
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<td>WOST 302</td>
<td>Women and Families</td>
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<td>WOST 401</td>
<td>Feminist Theory</td>
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<td>WOST 402</td>
<td>Women's Bodies and Health</td>
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</table>
### Assessment Measures for Each PLO

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>PLO Assessed</th>
<th>Toot</th>
<th>Data</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>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.</td>
<td>PLO 3 Rubric by Modifying the AAC&amp;U’s Integrative Learning Value Rubric Unacceptable 1 Developing 2 Proficient 3 Outstanding 4</td>
<td>191 course final papers from 9 sections of the course <em>HDEV 3202 Applying Theory and Methods in HDEV</em></td>
<td>All HDEV regular faculty lead by HDEV faculty assessment coordinator</td>
</tr>
<tr>
<td>2014-2015</td>
<td>PLO 4 Access information, design and carry out individual and group research projects, and present them clearly, logically and persuasively</td>
<td>PLO 4 Rubric by modifying the AAC&amp;U’s Inquiry Analysis Value Rubric Unacceptable 1 Developing 2 Proficient 3 Advanced 4</td>
<td>85 papers from multiple sections of capstone course <em>HDEV 4812</em></td>
<td>All HDEV regular faculty lead by HDEV faculty assessment coordinator</td>
</tr>
<tr>
<td>2015-2016</td>
<td>PLO 5</td>
<td>Show ability to understand themselves reflectively and others empathetically and <strong>apply</strong> these skills to both academic and nonacademic contexts.</td>
<td>PLO 5 Rubric by combining and modifying the AAC&amp;U’s Civic Engagement Value Rubric &amp; the Ethical Reasoning Value rubric</td>
<td>51 papers from 4 sections of HDEV 3202 Applying Theory and Method in HDEV</td>
</tr>
<tr>
<td>2016-2017</td>
<td>PLO 1</td>
<td>Demonstrate core knowledge in biological, psychological, and social aspects of human development.</td>
<td>PLO 1 Rubric by HDEV faculty, Unacceptable 1, Developing 2, Proficient 3, Outstanding 4</td>
<td>25 papers from 4 sections of capstone courses HDEV 4811 and HDEV 4812</td>
</tr>
<tr>
<td>2017-2018</td>
<td>PLO 2</td>
<td>Demonstrate critical thinking ability to identify similarities, differences, and connections among human development perspectives.</td>
<td>PLO 2 Rubric by HDEV faculty, adapted from AAC&amp;U Critical Thinking rubric: Unacceptable 1, Developing 2, Proficient 3, Outstanding 4</td>
<td>24 papers from 6 sections of capstone course HDEV 4812</td>
</tr>
</tbody>
</table>

**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
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):
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

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<td>Family and Personal Development</td>
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<td>Latino Education in the U.S.</td>
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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.

**CSU San Marcos 2018:**

**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:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 16, 2015</td>
<td>Departments/Library submit tenure-track hire requests to Deans</td>
</tr>
<tr>
<td>January 20, 2016</td>
<td>Five-year hiring plan and faculty search requests due in Provost’s Office</td>
</tr>
<tr>
<td>January 27- Feb. 18, 2016</td>
<td>Provost discusses tenure-track requests with the Deans</td>
</tr>
<tr>
<td>February 18, 2016</td>
<td>First release of authorized recruitments to the Colleges/Library</td>
</tr>
</tbody>
</table>

**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 ratio 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:
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 needed 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 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.

<table>
<thead>
<tr>
<th>Headcount Enrollment</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 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 the 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 (See Page 112)

5. Program’s Response (N/A)

6. Dean’s Acknowledgement
Appendices

Appendix A: Curriculum Development

1 Major Requirements:

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  
(prerequisites: HDEV 300; co-requisites: HDEV 499)  
units: 1

HDEV 401 Applying Theories and Methods in Human Development  
(prerequisites: HDEV 301 and HDEV 302)  
units: 4

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)

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

<table>
<thead>
<tr>
<th>Name of Concentration:</th>
<th>☐ Check if new concentration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Development</td>
<td></td>
</tr>
</tbody>
</table>
Early Childhood Development Concentration (12 units):

Select any 3 courses from the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDEV 411 Early Childhood Cognitive Development: Theory and Research</td>
<td>4</td>
</tr>
<tr>
<td>HDEV 412 Early Childhood Social Development: Theory and Research</td>
<td>4</td>
</tr>
<tr>
<td>HDEV 413 Children in Families and Communities***</td>
<td>4</td>
</tr>
<tr>
<td>HDEV 414 Creative and Artistic Development in Early Childhood***</td>
<td>4</td>
</tr>
<tr>
<td>HDEV 419 Contemporary Research Topics in Early Childhood</td>
<td>4</td>
</tr>
<tr>
<td>HDEV 423 Child Language Development</td>
<td>4</td>
</tr>
</tbody>
</table>

(*** 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

Name of Concentration: Childhood Development

☐ Check if new concentration

Number of Units: 12
### Childhood Development Concentration (12 units):

Select any 3 courses from the following:

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

### III.C Concentrations (formerly options), if any

**Number of Units: 12**

<table>
<thead>
<tr>
<th>Name of Concentration:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adolescent Development</strong></td>
</tr>
</tbody>
</table>

**Adolescent Development Concentration (12 units):**

Select any 3 courses from the following:

- **HDEV 431 Prevention and Intervention in Adolescent Development** units: 4
- **HDEV 432 Social Dimensions of Conflict in Adolescent and Adult Development** units: 4
- **HDEV 433 Technologies, Media, and Adolescence** units: 4
- **HDEV 439 Contemporary Research Topics in Adolescent Development** units: 4
- **HDEV 452 Intimate Relationships** units: 4
- **HDEV 453 Sexual Orientations in Human Development** units: 4
III.D Concentrations (formerly options), if any

Number of Units: 12

Name of Concentration: Adult Development and Gerontology

☐ Check if new concentration

III.E Concentrations (formerly options), if any

Number of Units: 10 - 12

Name of Concentration: Women’s Development

☐ Check if new concentration

If your program has more than 3 concentrations please attach additional sheets as necessary, or contact Tamra Donnelly for a modified form.

IV. Electives (if any)

Number of Units: Click here to enter text.

None

1 Total Units

Quarter Based Program: 68

Semester Based Program: 44 - 46

1 Any additional major information
1

None

1 Were any concentrations (options) ☐ Yes ☒ No Please explain below.

2 discontinued?

Click here to enter text.

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

3

SEE APPENDIX B

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

(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

5
If no, is there any pathway in the revised degree that is more than 50% online?  ☐ Ye  ☐ No
Appendix B: Faculty Achievements

SELECT PROFESSIONAL PUBLICATIONS AND REVIEWS

Steven Borish


Christina Chin-Newman


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

Patricia Drew


Mariana Guzzardo


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


Jiansheng Guo


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


Interaction Studies, 2014

Keri O Neal


Xeno Rasmussen


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

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

doi:10.14738/assjrj.312.2392

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

Rachael Stryker


SELECT PROFESSIONAL CONFERENCES AND PRESENTATIONS

65
Christina Chin-Newman


San Francisco, CA.


Lynn Comerford


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.


Patricia Drew


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


Mariana Guzzardo

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


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. 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


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.


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


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:


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).


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

Awarded Chevening Fellowship from UK government in 2016, graduated from University of Sussex with Master's in Applied Social Psychology in 2018

University of California Los Angeles

Melissa Sigars, MA, Educational Leadership, CSUEB.  
Principal, West Contra Costa Unified School District.
Kristyll 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 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:
- The junior level standing of the course.
- Insufficient mapping of SLO3 onto HDEV courses.
- 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.”
- 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&amp;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:
  - additional methodology and research limitation components
  - 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:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Mastery Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDEV 300</td>
<td>Lifespan Human Development</td>
<td>I</td>
</tr>
<tr>
<td>HDEV 301</td>
<td>Theories of Human Development</td>
<td></td>
</tr>
<tr>
<td>HDEV 312</td>
<td>Adolescence and Emerging Adulthood</td>
<td>I</td>
</tr>
<tr>
<td>HDEV 321</td>
<td>Gender, Race &amp; Class in Human Development</td>
<td>I</td>
</tr>
<tr>
<td>HDEV 322</td>
<td>Adult Development and Aging</td>
<td></td>
</tr>
<tr>
<td>HDEV 401</td>
<td>Applying Theories and Methods in Human Development</td>
<td>D</td>
</tr>
<tr>
<td>HDEV 499</td>
<td>Senior Research Seminar</td>
<td>M</td>
</tr>
</tbody>
</table>

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.
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)
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.*

**Main Findings:**

**Strengths:**

- Many student papers included appropriate and substantial empirical, theoretical, and methodological information from one Human Development related field.
- The core knowledge related information that students included is often well integrated, thoughtfully discussed, and clearly applied to the research topic.
- 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:**

- Few papers included information from two or more Human Development-related
fields
(i.e., biology, psychology, sociology and/or anthropology).

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:

- 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.
- 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.
- 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. 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**

   **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:

**Main Findings:**

**Strengths:**

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

**Weaknesses:**

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

- PLO 2 classes should train students to go deeper in thinking about meanings and causal connections.
  - Classes can include hands-on critical thinking practice.
  - 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.
  - 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.
- Faculty should spend more talking about importance of conclusion in HDEV 499 and other PLO2 classes.
- 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.
- 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)

Number of Undergraduate Majors Enrolled

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Number of Degrees Awarded - Majors

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Full-Time vs. Part-Time Human Development Majors

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Native (N) vs. Transfer (T) Human Development Majors
### Ethnicity of Human Development Majors

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### Gender of Human Development Majors

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### Number of Tenured or Tenure Track Faculty

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### Number of Lecturers

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### Tenured/Tenure Track Faculty to Lecturer Ratio

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### Ethnicity of Tenured/Tenure Track Faculty
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**Gender of Tenured/Tenure Track Faculty**

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**Ethnicity of Lecturers**

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<th>Fall 2014</th>
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<td>Fall 2015</td>
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<th>Gender of Lecturers</th>
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### Instructional FTE Faculty (FTEF)

#### Percentage FTEF Breakdown by Type

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<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
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<tbody>
<tr>
<td>Tenure/Tenure Track</td>
<td>8.99</td>
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<td>10.33</td>
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<tr>
<td>Lecturer</td>
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<tr>
<td>Total</td>
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<td>13.82</td>
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## Total FTES Taught

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<th>Fall 2016</th>
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<tbody>
<tr>
<td>Tenure/Tenure Track</td>
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<td>Total</td>
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## Student Faculty Ratios

### Overall SFR

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<th>Fall 2015</th>
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<td>Total</td>
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## Course Information

### Section Size

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<th>Fall 2014</th>
<th>Fall 2015</th>
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<th>Fall 2017</th>
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<tbody>
<tr>
<td># of Course Sections Offered</td>
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<td>40</td>
<td>41</td>
<td>42</td>
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<td>Average Section Size for All</td>
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<td>36.7</td>
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<tr>
<td>Courses</td>
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<tr>
<td>Total Enrollment</td>
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<td>1501</td>
<td>1505</td>
<td>1477</td>
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Human Development Program External Review Report

Site Visit: February 27-28, 2019

External Reviewer: Dr. Deedee Pérez-Granados, CSU Monterey Bay

External Report submitted April 8, 2019

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Human Development Program External Review Report

I. Introduction

The Human Development (HDEV) program at CSU East Bay is a comprehensive and steadily growing program in developmental science that offers students not only two types of learning environments (i.e., fully online and standard face-to-face), but also five different concentrations (options) that students can choose from to align with their specific career and/or academic interests. These concentrations include Early Childhood Development, Adult Development and Gerontology, and Women’s Development which are available in both online and standard formats), and Childhood Development, and Adolescent Development which are both available in standard format only. In addition to the Human Development program, the department offers a minor in Human Development, and in Women’s Studies, and the Early Childhood Development Certificate, all of which include courses from the HDEV program.

This program review report is based on two primary sources of information and data. The first source is the Five Year Program Review Self-Study Report submitted to the Reviewer two weeks prior to the site visit (Feb. 15, 2019). The second primary source of information was the site visit that included individual meetings with the tenured and tenure track faculty in the department, the department administrative support coordinator, the department chair, and the College Dean. In addition to the individual meetings, the Reviewer participated in a focus group meeting with students in a core course in the major (HDEV 322) that is offered as part of the standard format program, and the Reviewer met with the Online Campus Director and a team of professionals from the Online Campus Office who offer faculty support and professional development opportunities to the department. The program review report below focuses on program strengths and challenges, and provides recommendations for suggested actions that may address the challenges and/or build on the strengths of the HDEV program at CSU East Bay.

II. Program Strengths

The Human Development (HDEV) program at CSU East Bay is ranked 6th among the top 10 Human Development programs in California, having strengths in several areas including the program’s faculty, students, curriculum and pedagogy. These salient program strengths are described below.

Faculty

The HDEV program description highlights the interdisciplinarity of the program the integrates theory and research from disciplines that include “anthropology, biology, linguistics, psychology, and sociology.” One particular strength of the HDEV program is the inter-disciplinary expertise of HDEV tenured and tenure track faculty that includes cultural anthropology, education, biology/neurology,

1 https://www.collegefactual.com/majors/family-consumer-human-sciences/human-development-family-studies/rankings/top-
2 http://www.csueastbay.edu/hdws/new-program-description.html
developmental psychology, sociology, human development and family studies, and adult development and gerontology. The HDEV faculty is also a group of very productive researchers who have individually accomplished several recent publications and conference presentations on research in their disciplines. Several members of HDEV faculty are also recipients of research awards such as the Sabbatical Award, internal CSUEB research grants, and an external research grant.

While this level of interdisciplinarity among a program faculty can lead to faculty being “siloed” within their distinct fields of study, several faculty commented on the interdisciplinary nature of their expertise as a unique strength of the program. Faculty commented that the interdisciplinary expertise of the HDEV faculty not only provides them with opportunities to expand their knowledge and expertise into other disciplines, but also provides students with a comprehensive perspective of human development and adds depth and richness to the curriculum. Student comments in the focus group corroborate this perspective; a few students mentioned that they find their classes very interesting, and they appreciate the diversity of courses offered, and how they are able to make connections across courses. Overall, the HDEV faculty appeared to be a genuinely collegial group who value each other and the diversity of expertise that they all bring to the program and curriculum.

The Human Development faculty has a deep commitment to HDEV student support and success. This is particularly evidenced by the faculty’s dedication to student advising, especially in the wake of the curricular and academic pathway transitions due to the semester conversion, which has become a time-consuming, but important component of HDEV student support. In the class focus group, students mentioned that faculty are very helpful and supportive, and want their students to do well. In addition, several HDEV faculty members also mentor and engage in research with HDEV students, support students’ publications of their senior thesis projects, and conduct research on how to support transfer students, and students with disabilities and mental health challenges. One of the HDEV faculty members also serves as the advisor for the HDEV student club. The HDEV faculty is committed to continual improvement of the curriculum through assessment, and to their own teaching craft; several of them described the ways in which they take advantage of professional development opportunities, especially in their online course development and pedagogy.

Students

One notable strength of the HDEV program at CSU East Bay is found in the HDEV students. Student success data in the program review report, conversations with students, and conversations about students with HDEV faculty all corroborate that HDEV students are hardworking and dedicated to their academic endeavors, and are a goal-oriented, graduation and career focused group of students. The majority of HDEV students are transfer students (88% in Fall 2017), full time students (82% in Fall 2016), from diverse ethnic/racial backgrounds, who are non-traditional students (entering or returning to college later than right out of high school), and career oriented (often with full time jobs and families). The graduation rates for HDEV students appear to be improving with a 50% 2-year graduation rate for Transfer students in 2014 increasing to nearly 56% in 2015. Given the student backgrounds and life experiences described above, this graduation rate is promising, especially since most of the students are part of the online program. One faculty mentioned that the cohorts of online become part of a community of students who develop connections with and support one another through the program.
A student from the focus group who is in the Program for Accelerated College Education (PACE) mentioned that they appreciate the support they receive from PACE and feel that it making a difference for them to succeed in the HDEV program.

Information about HDEV alumni shows that HDEV graduates are successfully pursuing graduate studies and careers. The majority of the alumni listed in the Self-Study Report are in graduate programs or have completed post baccalaureate degrees in Social Work, Marriage and Family Therapy and Counseling. Other alumni are in health related fields such as Physical Therapy, Occupational Therapy, or Health Care. Another group of alumni are in education fields such as School Psychology, Special Education and Educational Leadership. A few HDEV graduates went on to doctoral programs in Psychology, Education, and Ethnic Studies. This alumni information suggests that the HDEV program at CSUEB is preparing students for post baccalaureate degrees and careers relevant to the content of the major.

Curriculum and Pedagogy

As a result of the semester conversion, the HDEV Curriculum has been redesigned to meet revised Program Learning Outcomes (PLOs). Both the old PLOs (Self-Study Report, pg. 11) and the new revised PLOs (Self-Study Report, pg. 43) reflect intellectual skills in the major (critical thinking, written and oral communication, information literacy, and quantitative reasoning), application of HDEV knowledge and skills, and conducting a HDEV relevant research project (see Table 1 below). The curricular map in the Program Review Self-Study Report (pg. 12-13) demonstrates how the new HDEV curriculum scaffolds student learning of PLOs. The Core Courses required of all students provide an Introductory level learning of the PLOs, the courses specific to each concentration provide students with Developing level learning of the PLOs, and the Senior Research Seminar course, also required of all HDEV students, provides students with mastery level learning of the PLOs that is also assessed. The AY 13-14 through AY 17-18 annual assessment reports demonstrate a systematic implementation of a thorough and thoughtful assessment plan that has informed and guided program and course redesign, as well as the development of the redesigned PLOs and HDEV courses under the semester conversion. A clear strength of the HDEV program is the carefully planned and implemented assessment of the HDEV curriculum, and the continual improvement of the program. Plans to monitor and assess the new HDEV curriculum using the same evaluation processes will ensure the quality and effectiveness of the HDEV curriculum will be analyzed and continually improved to successfully meet the new revised HDEV Program Learning Outcomes.

<table>
<thead>
<tr>
<th>Table 1. HDEV Program Learning Outcomes Pre- and Post-Semester Conversion</th>
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<tbody>
<tr>
<td>Old PLOs</td>
</tr>
<tr>
<td>1. Demonstrate core knowledge in biological, psychological, and social aspects of human development; (ILO 2,6)</td>
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<tr>
<td>2. Demonstrate critical thinking ability to identify similarities, differences, and connections among human development perspectives; (ILO 1)</td>
</tr>
<tr>
<td>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)</td>
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Another evident strength of the HDEV program is the **cohorted online pedagogy and curricular design** of the Online Program Concentrations. With the majority of the HDEV curriculum offered in multiple formats including face-to-face (f2f), hybrid, and online forms of instruction, students have a diversity of platforms and ways in which they can access the curriculum, and individualize not only a pathway through the courses, but also the most efficient and effective pathway to successful and timely degree completion that is best suited to their lifestyle and needs. The continual evolution and improvement of online instruction that has made CSUEB a leader in distance learning is attracting a greater number of HDEV students who are older, more embedded in and advanced in their careers, and more culturally diverse than the rest of the CSUEB student population. More importantly, the online HDEV options attract students to whom this type of program might not otherwise be available because of their employment and other life constraints. The online options in HDEV also most likely account for the steady growth of the HDEV program. Nearly all of the HDEV faculty point to the Online Program options as one of the signature strengths of the HDEV program that they are particularly proud of, and with good reason.

The **faculty support provided by the Online Campus (OC) Office**, and the high levels of **faculty participation in the training and professional development in online learning** are two signature strengths of the HDEV program. The Online Campus director and staff reported that the HDEV department has the most involved faculty (both full time and part time) in the training and support that is offered by the instructional designers and technical support staff. The HDEV faculty take advantage of both the one-to-one consultation services that the OC offers as well as department organized and sponsored professional development for all HDEV faculty. They also report that all of the HDEV faculty members have participated in the Quality Matters training. The Online Campus staff reported that the strengths of the HDEV program come from the leadership offered by the department chair who invites OC to HDEV department meetings to provide faculty with updates about new tools, apps, etc. Another strength is found in the HDEV faculty who, as the OC Director commented, are “not afraid to try something new.” The OC Director and staff reported that the HDEV faculty are eager to learn and utilize a wide variety of tools and apps, are very responsive to input and ideas, are very quick to ask questions, seek out support services, and are cognizant and strategic about what they choose to use, and implement technology tools in their courses. Whether online or f2f, the HDEV faculty members focus their curricular and course development on student learning, and effective pedagogical practices to continually improve student-learning outcomes.

### III. Program Challenges

The HDEV program at CSUEB has several strengths, but like all academic programs, there are also areas that create challenges for students and/or faculty and staff. In some instances, a program’s strength can also create challenges. In other instances, a challenge can result from a university-wide structural
or curricular shift that is outside of the department’s influence or control. The sources of HDEV program challenges that emerged from this program review are described below.

**Program Assessment**

Assessment data of the PLOs and curriculum before the semester conversion took place focused on three of the core courses in the curriculum. The *newly revised curricular map* (Self-Study Report, pg. 12-13) shows that one core course, HDEV 499, will be used as the *source of assessment data* for the newly revised PLOs. There is a lot of curricular weight resting on what were previously three courses in the previous assessment cycle, compared to what is now one single course, from which students are expected to develop and demonstrate mastery of all of the PLOs, and from which mastery level student learning will be assessed. This may create a challenge not only for annual program assessment efforts, but also for exploration and implementation of strategies to scaffold learning across the curriculum. If there are ways to develop a curricular map that includes academic learning milestones and signature assignments across the curriculum that can be assessed for the development and mastery of PLOs, it may provide deeper insights into the curricular design features that are or are not effectively supporting student learning.

While the Transfer student completion rates seem to be steadily increasing, it was not clear to the Reviewer that the HDEV faculty had developed *specific goals for evaluation of student success data*, and it is suggested that if goals have been developed, that they are aligned with the graduation initiative for the CSUEB campus. The Reviewer was hoping to see retention as well as graduation rates as evidence of program effectiveness, but that data was not provided. It is also suggested that the student data is disaggregated by relevant student demographic variables (e.g., Ethnicity, Income, First Generation, Age, etc.), that online versus standard program comparisons are made with the student data, and that additional factors that may impact graduation rates such as DFW gatekeeper courses are also explored. These suggestions are offered to provide HDEV faculty with multiple sources of information to guide and structure program improvement and increase student completion and retention rates in the HDEV program.

**Online and Standard Program Options**

The Online Program options are a clear strength of the HDEV program as described above (see page 4), and an increasing number of students come to the HDEV program at CSUEB specifically for the online program or for the variety of course formats (online, f2f, hybrid) offered by the HDEV program. Despite the popularity of the online programs, and the student demand for online classes, there are students who choose and prefer the Standard Program course offerings. In the student focus group discussion, students mentioned that they appreciated and liked online course offerings and feel that they work well, but some students feel that they learn more from their professor and their fellow students in f2f or hybrid courses, and they are frustrated that there is no f2f option for some classes. Some students mentioned that they find the workload of online courses overwhelming at times, especially when trying to manage the requirements of several online courses, and they find it difficult to complete all their assignments. Finally, students in standard program options suggested that they would like more f2f sections offered for different courses. In several discussions with individual faculty,
they too mentioned that even though they value and see the need for online course offerings, they feel like the f2f program is disappearing, and they would like more opportunities to teach f2f or hybrid courses. These comments by students and faculty suggest the need to explore ways in which course offerings can be better balanced between online and f2f offerings for students and faculty alike, but still meet the needs of students in both types of programs. One faculty suggested moving towards a hybrid program that has 25% f2f and 75% online to leverage the benefits of both types of teaching and learning formats.

Student Advising and Support

**Meeting the needs of both online program students and standard program students**, which may be uniquely different from one another, is another challenge for the HDEV program. One difference that creates challenges for standard program students is that the online programs are cohorted, and faculty design the courses to develop online communities that facilitate building connections between students, and between the faculty and students, and in which online participation and interaction between students is required, not an option. In f2f courses, students are not part of a cohort, and student engagement is optional, such that students may experience less of a community feeling, and may not connect as well with other students. The challenge then becomes how to build a sense of belonging and community for students in the standard format options. In contrast, for online courses, in may be challenging to find a common practice for faculty to be available to students for office hours, which is not necessarily an issue for f2f courses. Another difference between online and f2f courses is the impact of class size on faculty workload. A class of 50 students can be a great deal more work for faculty and students in an online course compared to a f2f course. For example, student engagement for an online course may require a lot of writing for students and assessment of writing for a faculty, whereas student engagement in a f2f course requires active participation by students and the faculty in a class discussion.

Meeting student **advising needs also creates different challenges for students in the online program options compared to students in f2f program options**. In an effort to meet the variety of advising needs of HDEV students, the HDEV department provides advising in a variety of different forms. The Student Service Center is available to HDEV students where they can meet one-on-one with a professional advisor. In addition, the department offers students advising sessions with faculty f2f, via email, skype or zoom, and phone. Student needs for academic guidance and support are increasing and varied. This is especially true right now, as faculty and students are working through the semester conversion. The Semester conversion has created the need for enhanced advising for “Bridge students” who started the program in the quarter system, and are not working to finish the program in the semester system. To support students through this transition, each faculty member has been assigned a group of HDEV students that they are responsible for advising. In an effort to make faculty advising accessible to both online and f2f students, faculty hold office hours for which students can “drop in” and meet with whichever faculty is available, and according to students, faculty tend to prefer to hold their advising office hours online rather than in person. Students in the standard program expressed frustration because they are not able to make an appointment with a faculty member, but instead must “drop in” when a faculty may be available, but not in person, only online. In the focus group, a few students expressed frustration that they were not able to make an appointment to meet with a
faculty f2f; they would like to be able to talk with a faculty in person. Students in the standard HDEV program feel like they deserve (their words) to have f2f classes, meetings, and appointments with faculty and staff. Faculty and staff are trying to meet the needs of both online and f2f students, but when there are more online than f2f students, faculty struggle to adequately meet the unique needs of both groups of students.

Faculty have expressed some concerns that the current advising practice, especially for bridge students, is putting greater demands on faculty time to be available for advising sessions with students. Even though each faculty member is assigned a group of students that has been equally distributed across all faculty members, students tend to prefer to meet with the faculty that leads their concentration, and there are more students in the early childhood and childhood development concentrations than the other three concentrations combined. This means that some faculty may be in higher demand for advising sessions than others. When student needs far exceed the capacity of faculty and staff to meet those needs, the end result is student confusion and frustration. Students in the focus group mentioned that the HDEV 300, introduction to the major course, was helpful, but now that they are in the second semester, the same faculty support is no longer available, and they won’t have the additional support offered until they take the HDEV 400 course in their last semester in the major. The students suggested that there is a need for a dedicated advisor for HDEV, and they suggested adding peer advisors or peer mentors who could provide some additional support in addressing some student questions and needs.

**Department Support Staff - Student Support and Outreach**

The Department Administrative Support Coordinator (ASC) person meets the needs of the department chair, full time and part time faculty, and the students. In the past, the HDWS department had two full-time support staff, but now there is only one person juggling the needs of over 500 students in the major with unique and varied needs depending on if they are in the online cohorted program or the standard format (f2f) program. In addition, the department ASC is meeting the needs of hundreds of non-majors taking HDEV courses, 10-12 part-time faculty in any given semester, and 9 full time faculty. This is creating an incredibly challenging working environment and unsustainable workload for the HDEV program staff person.

HDEV students typically need a lot of guidance and support. Although they utilize faculty for academic advising, the department staff provides students with guidance and support in finding which faculty to talk to and how to set up a meeting with them, for website information, to assuage their concerns that they have met all their requirements and deadlines, and to find support when they have issues with faculty or a course (student complaints). The HDEV department office is akin to grand central station, and the department staff person is the guide that directs students to the information, resource, office, faculty, staff, etc. that they might need. This guidance and support is offered via phone, via email, and in person. The culture among HDEV students is to call in to the department office multiple times to make sure they are on track; this is exponentially increased with bridge students who are anxious about taking the right courses to meet the right requirements in the semester system. Thus, there is a constant stream of foot traffic, phone calls, and emails coming in on a daily basis, the department ASC
must try to be available to meet the high volume and varied needs of the students, faculty, and department chair.

Once again, the difference in support needs between students in the online versus standard format program becomes a challenge. Online cohort students need additional time and attention. First of all, online cohort students are required to submit an application that must be processed. Course offerings must be carefully scheduled to meet the guarantee that online cohort students will get into the classes they need. Online cohort students are required to take summer courses, but they can choose to take them during the academic year on top of the other required courses. Therefore it is necessary to keep track of when they are taking those courses. Standard format program students can take courses all online or take some courses f2f and others. The administrative support staff needs to keep track of all of these variations in students’ course needs as well as student applications, and this is addition to her many other ASC responsibilities. In addition, the department ASC handles all the calls and emails from prospective students, particularly the high quantities of inquiries that come in about the online program. Given the high volume and complexity of needs for the HDEV program, students and faculty, the HDWS department needs additional staff support.

IV. Recommendations

Departmental Administrative and Advising Support

Although the one Administrative Support Coordinator for the department is incredibly competent, given the highly varied and increasingly complex and high quantity of demands and needs she is asked to meet on a daily basis, having only one staff person in the department is not sustainable. The HDWS department needs another staff person in the office. In addition, it is recommended that the HDEV program arrange for additional advising support that is available and present in the HDWS department. This could be a new online advisor position in the department to provide targeted support for online students and online program needs. Another suggestion would be to consider hiring student assistants as peer mentors who can answer the phone and emails to help address student questions about accessing support and resources, setting up a meeting with a faculty or the department chair, or when and how to set up an appointment with the Student Service Center advisor when a faculty member is not available for academic advising support. Having additional staff in the HDWS department office would not only help provide students with improved guidance and support, but also better support the HDEV faculty, department chair, and administrative support coordinator.

Faculty Development and Support

Since the last program review in AY 11-12, the number of tenured/tenure track faculty has decreased; meanwhile, in that same timeframe, the number of students in the HDEV program has increased by over 100 students, from 416 to 532 majors. Therefore, the HDEV faculty is challenged to meet the student support and advising needs as well as the teaching and course needs of the increased number of HDEV students, not to mention the efforts in curricular development and assessment as well as independent faculty research. More and more part time faculty have been asked to take on additional teaching assignments, but they do not advise students or participate in the other responsibilities and
tasks expected of full time faculty. The current faculty, of which there are fewer in number, is expected to do more to meet the growing demands of the HDEV program. In effect, the program growth is exceeding faculty capacity. Therefore, at least two additional faculty lines are needed to not only fill in some of the gaps left by the faculty who left, retired or are retiring, but also to better meet the demands of program and student enrollment growth, and need for increased program leadership in the department. As new faculty join the HDEV program, additional office space will be also needed to accommodate the new faculty members.

As an academic program with three of its five concentrations offered fully online, and two of those three concentrations the most highly enrolled, the technology needs of the HDEV faculty are critical. The technology demands for online teaching are different; students expect faculty to be available and to respond to them on weekends and evenings. When faculty members have a course load of three or more online classes of 30-50 students with everything online, the need for up-to-date, high functioning and well functioning laptops is an essential part of their teaching equipment and tools. Faculty members in the HDEV program need to have a commitment from the university to refresh and replace their technology devices as needed, and more often than faculty teaching in programs that are not fully or mostly online.

It was mentioned in the strengths section of this report that the HDEV faculty members are actively engaged in research, and are productive in publications and conference presentations. In order for faculty to maintain their productive engagement in their research programs, and meet the increasingly competing demands of teaching, curriculum development and assessment, student advising, and community and university service, faculty need to have greater access to and opportunities for research support. There are several sources of support they suggested such as information regarding internal and external grants as well as professional development in grant writing, mechanisms and support systems such as a Student Research Consortium to identify, recruit and mentor student researchers, and resources and the opportunity to establish a Human Development Research Group with lab space to form faculty research communities from which potential collaborative research projects could be developed and supported. It is commendable that the HDEV faculty is so active in their research work, and would like to maintain or even increase their engagement in research.

Program Development

In the one-on-one meetings, three different suggestions emerged for new program development in the Human Development and Women’s Studies department. These options would not only enhance and supplement the existing HDEV program, but also would leverage the faculty expertise and strength of the existing HDEV curriculum. However, if the HDEV faculty decided to plan and implement any one of the three options, it would require resources to support the program.

The Self-Study Report mentioned one plan to discontinue the Certificate in Early Childhood Development, and replace it with a minor in Early Childhood Development, and potentially add a degree completion program in Early Childhood Education (ECE) program. The Early Childhood Development (ECD) Concentration does have the most students, and perhaps a separate ECE program would better meet the needs of prospective students in the ECD concentration. However, program
design would need to be carefully crafted to supplement and build on the ECE curriculum offered at the local community colleges (CCs) rather than supplant the CC curriculum, especially since the majority of HDEV students are transfer students. In addition, at least one faculty line would be needed to add expertise in ECE to the faculty.

A second program that was suggested as a program development opportunity is situating the Liberal Studies (LS) program in the HDWS department. The curricula of LS and HDEV compliment each other well for a teacher education preparation program. Across the CSUs, Liberal Studies and Human/Child Development Programs often co-reside in a LS or HDEV/CD department, or Human/Child Development Programs have a Liberal Studies pathway embedded within them such that the HDEV/CD curriculum serves as the depth of study option (concentration) for LS curriculum. Having a LS program in the HDEV department would require additional program coordination and advising support, as well as an education faculty line to support the program, ensure the quality and content of the LS curriculum, and perhaps include some education oriented core curriculum in the LS major.

And finally, one faculty suggested revisiting efforts to add a Women’s Studies major program to the HDWS department. Adding this program may require an additional faculty line to support augmentations to the existing WOST curriculum in the HDEV program. While there was no consensus regarding which of the three new programs described below was preferred, it is recommended that the HDWS faculty thoroughly explore regional and state-wide data about workforce needs, student demand at CSUEB as well as among the feeder community colleges, and sustainability projections. Based on the Reviewer’s somewhat limited knowledge of CSUEB and its regional workforce and student demands, either the Early Childhood or Liberal Studies program is recommended for consideration if the HDEV faculty decide to move forward with program development plans.

**Conclusion**

The Human Development program at CSU East Bay is in the midst of implementing what is arguably one of the largest and most complex curricular transitions that will ever be experienced. While the semester conversion was well-resourced in the planning phase, it appears that the continued level of resources and support that are needed for the implementation phase were neither anticipated nor planned for, and as a result the CSUEB faculty, staff, and administrators are placed in the challenging position of implementing university wide institutional and curricular changes in the most cost effective and efficient ways possible to minimize the potential negative impacts on student learning and success. Given this climate of tremendous change and the challenges that accompany that change, the faculty and staff of the Human Development program are to be commended for the impressive strides they have made in re-envisioning, re-designing, and re-invigorating their program to continue to meet the needs of their students, the local workforce, and the children, youth, families and adults in their local communities.