



COMMITTEE ON ACADEMIC PLANNING AND REVIEW

DATE SUBMITTED: April 17, 2014
DESIGNATION CODE: 13-14 CAPR 21

TO: The Academic Senate
FROM: The Committee on Academic Planning Review (CAPR)
SUBJECT: 13-14 CAPR 21: Five-Year Program Review for B.A. Human Development
PURPOSE: For Action by the Academic Senate

ACTION

REQUESTED: Continuation of the program without modification; program will next be reviewed in 2016-2017

BACKGROUND:

At its meeting on May 16, 2013, CAPR invited members of the Department of Human Development to orally present the outcome of their Five-Year Review process completed in 2011-2012 and submitted to CAPR for review in 2012-13 as prescribed in the Academic Program Review Procedures (08-09 CAPR 23 (revised)). The Department of Human Development Chair, Dr. Pat Guthrie, presented a summary of the Human Development B.A.'s Five-Year Review to CAPR, and participated in a question and answer session. Also present representing the department were professors Dr. Steven Borish, Dr. Patricia Drew, and Dr. Keri O'Neal.

OVERVIEW OF DOCUMENTS SUBMITTED TO CAPR

The Department of Human Development submitted a detailed self-study, including a five-year plan approved by the faculty; an external reviewer report; the program's response to the external reviewer; and a five-year plan program review report. The report included extensive appendices including materials related to proposals for new courses and new degrees, the Transfer Model Curriculum (TMC), and forms for major checks and faculty peer evaluations.

PROGRAM DESCRIPTION AND RESOURCES

The B.A. in Human Development Degree is offered by the Department of Human Development. In 2008, the department's name was changed to the Department of Human Development and Women's Studies, although this review concerns only Human Development. In 2007, the department completely revised its curriculum, including revising and adding options. The B.A. has five options: Early Childhood Development, Childhood Development, Adolescent Development, Adult Development and Gerontology, and Women's Development. The Early Childhood option has proven to be quite popular, and the department is in the process of developing a new Early Childhood degree. The department has also completed an online degree completion program with options in Women's Development, Adult and Gerontology, and Early Childhood. The department also offers a minor.

The number of majors served by the department has increased from 337 in 2007 to its current 465 majors, making it one of the larger majors in the College of Letters, Arts, and Social Sciences. The department serves students at the Hayward and Concord campuses and has a substantial online presence as well. All three modes of delivery are utilized: on-ground, hybrid, and online. This variety allows students maximum flexibility, which is as necessary as many students are working adults. The department notes, however, that recent budget cuts have forced the department to be unable to offer Lower Division. This is seen as a disadvantage in that prospective students are unable to "sample" Human Development courses. Currently, only courses required for graduation are taught.

In general, the HDEV student body is significantly older and is almost overwhelmingly female. This percentage ranged between 88.6% and 91.5% during the last five years. The student body is also particularly diverse, and its commitment to diversity is also reflected in the activities of faculty members in on-campus programs. Chair Guthrie noted that the department has a permanent seat on FDEC. Graduates of the program are well-prepared for a variety of occupations, such as case managers/care coordinators, health educators, counselors, and administrators of non-profit entities. Many students also attend graduate school in fields related to social work, human services, law, and other areas. The department provided significant evidence of numerous student awards, scholarships, and other achievements. Moreover, the department recently instituted the Beverly Tucker Against All Odds Scholarship, which is awarded to students who have faced significant challenges and have succeeded in their academic endeavors "against all odds." Currently, the department is able to award two scholarships of \$6225 each. CAPR commends the department for making this substantial scholarship funding available for qualified students.

The department currently has 8 tenure-track faculty, two of whom have entered the FERP program. Roughly 50% of classes are taught by part-time lecturers, although Chair Guthrie complimented the lecturers on a high degree of commitment to the students and program. Beginning in 2008-2009, the department instituted a system of Faculty Peer Evaluations, which includes evaluations of tenure-track and lecturer faculty in both on-ground and online teaching environments. Despite larger class

sizes (SFR around 29), the faculty has maintained an impressive record of scholarship and service. All tenure-track faculty are involved in student advising, which takes place at the Hayward and Concord campuses, as well as online. Most students opt for one-on-one or online advising, which is provided by tenure-track faculty. Given the diversity of student backgrounds (first generation college students, returning students, etc.), the department has identified faculty-student relationships as being of critical value.

The department presented a detailed Curriculum Map (last revised in 2010) for assessing its five SLOs. In 2011-2012, the department assessed students' mastery of HDEV SLO 1. In 2012-2013, SLO 2 was assessed. The following program-level curriculum changes are planned:

- Online B.A. Degree Completion in Women's Studies
- Revision of the Women's Studies Minor
- New B.A. Degree Completion in Early Childhood Development
- Early Childhood Minor
- Modification of the Early Childhood Certificate Curriculum
- Modification of the Early Childhood Option

Several course modifications are planned as well. The department is to be commended for the level of detail of its Curriculum Map, as well as its proactivity in designing new courses and programs based on student demand.

RESOURCES:

The department's primary needs are in the areas of faculty and staff. The combination of a high number of majors with 50% of courses being taught by part-time lecturers strongly indicates the need for additional tenure-track faculty, especially as two current faculty are in the FERP program. Additional needs are in the area of staffing and administrative support. Currently, the department has one staff person overseeing the needs of a program of over 400 majors, many non-majors, and both on-ground and online teaching, as well as partnerships with other programs (such as the PACE program). Previously, the department had two full-time staff members. Given the sustained growth of the program and the addition of new programs, at least one additional staff member is desperately needed. Moreover, with the steady increase in online instruction, the need for a staff member dedicated to the online component of the department is also indicated.

CAPR RECOMMENDATION(S) FOR CONTINUATION OF THE PROGRAM

CAPR recommends that the program continue without modification

DATE OF THE PROGRAM'S NEXT FIVE-YEAR REVIEW: 2016-2017