



**COMMITTEE ON ACADEMIC PLANNING AND REVIEW  
ANNUAL PROGRAM REPORT**

College	CLASS
Department	Human Development and Women's Studies
Program Unit	065
Reporting for Academic Year	2014-2015
Department Chair	Keri O'Neal
Date Submitted	6/10/2015

**1. SELF-STUDY (about 1 page)**

**A. Five-year Review Planning Goals**

To engage in annual assessment of student learning;

- 1) The B.A. completion degree in Women's Studies will be offered through Self-Support (Fall 2015)
- 2) To revise the Women's Studies Minor (Winter 2014)
- 3) We are currently in the process of seeking university approval for the new B.A. degree completion in Early Child Development. (within 3-5 years)
- 4) The Department is proposing a new Minor in Early Childhood Development (Fall 2014).
- 5) The Department plans to modify the Early Childhood Certificate curriculum (Spring 2014).
- 6) Modification of Early Childhood Option (Spring 2014).
- 7) Proposed new GE course: HDEV 2001 - Human Development in Contemporary Society (Spring 2014)
- 8) Course Revision Proposal: HDEV 3333 - Cultural Construction and Human Development (Winter 2014).
- 9) New Course Proposal: HDEV 4450 - Human Development and Conflict in Contemporary Society (2013-2014).

**B. Five-year Review Planning Goals Progress**

- 1) The B.A. completion degree in Women's Studies failed to garner enough support via Self-Support and as such has now been removed.
- 2) To revise the Women's Studies Minor (Winter 2014) – not yet completed. The minor will be revised as part of the quarter to semester conversion process.
- 3) We are currently in the process of seeking university approval for the new B.A. degree completion in Early Child Development. (within 3-5 years) – in process. This has been temporarily put on hold as have all new majors due to conversion.
- 4) The Department is proposing a new Minor in Early Childhood Development (Fall 2014) – not yet completed. This has been temporarily put on hold as as have all new minors due to

conversion.

5) The Department plans to modify the Early Childhood Certificate curriculum (Spring 2014) – Modification to the certificate is in the process of being approved. On June 1, 2015 it was approved at the CLASS Curriculum Committee Meeting.

6) Modification of Early Childhood Option (Spring 2014) – Modification to the certificate is in the process of being approved. On June 1, 2015 it was approved at the CLASS Curriculum Committee Meeting.

7) Proposed new GE course: HDEV 2001 - Human Development in Contemporary Society (Spring 2014) – This has been completed and was offered for the first time in Spring 2015.

8) Course Revision Proposal: HDEV 3333 - Cultural Construction and Human Development (Winter 2014) – not yet completed.

9) New Course Proposal: HDEV 4450 - Human Development and Conflict in Contemporary Society (2013-2014) – This has been completed and will be offered in Fall 2015.

### **C. Program Changes and Needs**

a) Curriculum – As a result of semester conversion we are in the process of transforming our major curriculum. This will strengthen the major and more effectively and meaningfully reach the goals we have set forth for our students.

b) Resources:

Staff – in the past, the department had two full time staff members. We are now down to one. We desperately need more help in the office, especially because we have a growing online degree completion program. Our one staff member manages over 400 majors in two separate degree programs. We also offer support for several large departments such as Nursing and Liberal Studies.

Faculty – In our Five Year Review we discussed the need for a new faculty in the area of Cognitive and Language Development in Children. That need was fulfilled with the hiring of Dr. Sara Smith (to begin Fall 2014). This past year the department lost one faculty member, has one that is FERPing, and has an additional faculty member that will not be with us next year. These gaps are and will continue to be noticeable. Additional faculty members are needed to teach our core curriculum (taken by all majors).

## **2. SUMMARY OF ASSESSMENT (about 1 page)**

### **A. Program Student Learning Outcomes**

#### Program Student Learning Outcomes:

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

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

### **B. Program Student Learning Outcome(s) Assessed**

#### Program Student Learning Outcome Assessed:

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

### **C. Summary of Assessment Process**

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

#### *Sample:*

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

#### *Evaluation Process:*

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

assess SLO components and overall SLO attainment in paper:

- a. 1 = Unacceptable
  - b. 2 = Developing
  - c. 3 = Proficient
  - d. 4 = Advanced
4. Faculty members independently scored one paper. Paper scores were collectively discussed and the rubric was slightly modified. The process was repeated with a second paper to ensure that the rubric was normed.
  5. All faculty then scored additional papers; each paper was scored by two faculty reviewers.
  6. The faculty discussed analysis results.
  7. Faculty identified areas of SLO 4 strength and areas for improvement.
  8. Faculty formulated strategies for SLO 4 improvement and implementation.

#### **D. Summary of Assessment Results**

Assessment Results:

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

Mean Scores and Range for Research Indicators:

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

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

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

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

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

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

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

Strengths:

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

Weaknesses:

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

Plans for closing the loop:

- Faculty decided that mastery-level SLO4 could be better achieved through a one-term

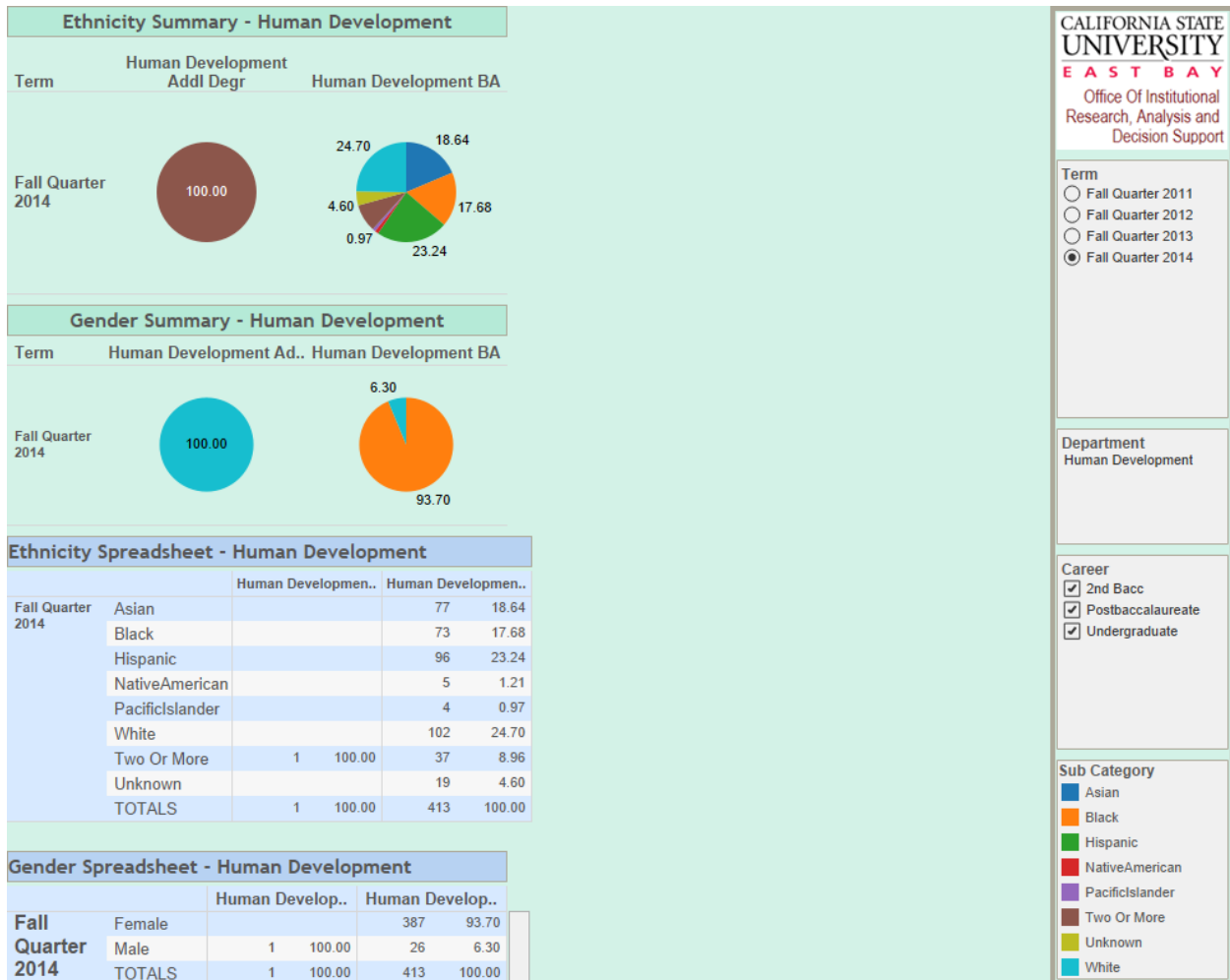
class. As we transition to the semester system, the HDEV faculty plans to transform the senior capstone project to a 15-week course.

- The HDEV faculty believes that students' SLO4 mastery can be better achieved by asking students to streamline their research foci into realistically executable projects.
- The HDEV faculty hopes that students will develop better SLO4 mastery through additional exposure and practice throughout the curriculum. Faculty plan to revise course guidelines for classes mapped onto SLO4 by including:
  - o additional methodology and research limitation components
  - o enhanced discussions/analyses of the connections between research questions, theories, and methodologies.

### 3. STATISTICAL DATA (about 1 page)

Planning and Institutional Research produce program statistics annually in standard format. These statistics will be attached to the Annual Report of the Program Unit. This statistical document is expected to be approximately one page long and will contain the same data as required for the five-year review including student demographics of majors, student level of majors (e.g. Juniors, Seniors), faculty and academic allocation, and course data.

a) Student demographics of majors



b) Degrees Conferred by the program

Degrees Awarded	College Years				
	09-10	10-11	11-12	12-13	13-14
<b>Human Development</b>					
1. Undergraduate	135	149	137	152	155
2. Graduate	0	0	0	0	0
3. Total Number of Majors	135	149	137	152	155
<b>Women's Studies</b>					
1. Undergraduate	0	0	0	0	0
2. Graduate	0	0	0	0	0
3. Total Number of Majors	0	0	0	0	0

c) SFR's by discipline

<b>D. Student Faculty Ratios</b>		<b>Human Development</b>				
1. Tenured/Track		26.5	25.3	23.9	26.0	28.8
2. Lecturer		27.1	32.0	50.8	42.6	33.1
3. SFR By Level (All Faculty)		26.8	28.5	31.9	32.8	30.0
4. Lower Division		.	.	.	.	.
5. Upper Division		26.8	28.5	31.9	32.8	30.0
6. Graduate		.	.	.	.	.
<b>E. Section Size</b>						
1. Number of Sections Offered		37.0	37.0	38.0	40.0	41.0
2. SCU taught		4492.0	5452.0	5672.0	6004.0	6020.0
3. Average Section Size		30.4	37.8	37.3	37.5	36.7
4. Average Section Size for LD		0.0	0.0	0.0	0.0	0.0
5. Average Section Size for UD		30.4	37.8	37.3	37.5	36.7
6. Average Section Size for GD		0.0	0.0	0.0	0.0	0.0
7. LD Section taught by Tenured/Track		0	0	0	0	0
8. UD Section taught by Tenured/Track		17	19	23	21	27
9. GD Section taught by Tenured/Track		0	0	0	0	0
10. LD Section taught by Lecturer		0	0	0	0	0
11. UD Section taught by Lecturer		20	18	15	19	14
12. GD Section taught by Lecturer		0	0	0	0	0
<b>D. Student Faculty Ratios</b>		<b>Women's Studies</b>				
1. Tenured/Track		16.4	23.6	25.2	48.3	61.3
2. Lecturer		31.8	42.1	42.9	45.3	43.6
3. SFR By Level (All Faculty)		29.1	38.4	39.3	46.5	48.8
4. Lower Division		30.7	45.4	44.4	92.9	85.7
5. Upper Division		28.6	37.1	38.3	38.0	42.4
6. Graduate		.	.	.	.	.
<b>E. Section Size</b>						
1. Number of Sections Offered		14.0	14.0	12.0	7.0	8.0
2. SCU taught		1628.0	2016.0	1936.0	1500.0	1648.0
3. Average Section Size		29.1	38.7	40.3	53.6	51.5
4. Average Section Size for LD		30.7	45.5	44.5	116.0	107.0

5. Average Section Size for UD	28.6	37.5	39.5	43.2	43.6
6. Average Section Size for GD	0.0	0.0	0.0	0.0	0.0
7. LD Section taught by Tenured/Track	0	0	0	1	1
8. UD Section taught by Tenured/Track	2	3	2	1	1
9. GD Section taught by Tenured/Track	0	0	0	0	0
10. LD Section taught by Lecturer	3	2	2	0	0
11. UD Section taught by Lecturer	9	9	8	5	6
12. GD Section taught by Lecturer	0	0	0	0	0

d) Course History data

**Course History Table 10.1c**  
**California State University, East Bay**  
**COURSE HISTORY**  
**By Quarter from Summer 2010 through Fall 2014**

HDEV		Summer			Fall				Winter				Spring				
		Sumr 2011	Sumr 2012	Sumr 2013	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Wntr 2011	Wntr 2012	Wntr 2013	Wntr 2014	Sprg 2011	Sprg 2012	Sprg 2013	Sprg 2014
Upper Division	Number Sections:	21.0	16.0	13.0	37.0	37.0	38.0	40.0	41.0	41.0	36.0	34.0	39.0	37.0	36.0	36.0	38.0
	Total Enrollment	619	576	458	1,123	1,363	1,418	1,501	1,505	1,117	1,273	1,290	1,396	1,101	1,288	1,254	1,302
	Avg Section Size	29.5	36.0	35.2	30.4	37.8	37.3	37.5	36.7	27.2	36.3	37.9	35.8	29.8	35.8	34.8	34.3
Undergraduate	Number Sections:	21.0	16.0	13.0	37.0	37.0	38.0	40.0	41.0	41.0	36.0	34.0	39.0	37.0	36.0	36.0	38.0
	Total Enrollment	619	576	458	1,123	1,363	1,418	1,501	1,505	1,117	1,273	1,290	1,396	1,101	1,288	1,254	1,302
	Avg Section Size	29.5	36.0	35.2	30.4	37.8	37.3	37.5	36.7	27.2	36.3	37.9	35.8	29.8	35.8	34.8	34.3
DISCIPLINE TOTAL	Number Sections:	21.0	16.0	13.0	37.0	37.0	38.0	40.0	41.0	41.0	36.0	34.0	39.0	37.0	36.0	36.0	38.0
	Total Enrollment	619	576	458	1,123	1,363	1,418	1,501	1,505	1,117	1,273	1,290	1,396	1,101	1,288	1,254	1,302
	Avg Section Size	29.5	36.0	35.2	30.4	37.8	37.3	37.5	36.7	27.2	36.3	37.9	35.8	29.8	35.8	34.8	34.3

**California State University, East Bay**  
**APR Summary Data**  
**Fall 2010 - 2014**

Human Development (includes Women Studies)									
					Fall Quarter				
					2010	2011	2012	2013	2014
<b>A. Students Headcount</b>									
1. Undergraduate					388	416	461	429	416
2. Postbaccalaureate					2	2	1	2	1
3. Graduate					0	0	0	0	0
4. Total Number of Majors					390	418	462	431	417
					College Years				
<b>B. Degrees Awarded</b>					09-10	10-11	11-12	12-13	13-14
1. Undergraduate					135	149	137	152	155
2. Graduate					0	0	0	0	0
3. Total					135	149	137	152	155
					Fall Quarter				
					2010	2011	2012	2013	2014
<b>C. Faculty</b>									
<b>Tenured/Track Headcount</b>									
1. Full-Time					8	8	9	9	11



2. Part-Time	0	0	1	1	0
3a. Total Tenure Track	8	8	10	10	11
3b. % of Tenure Track	40.0%	40.0%	47.6%	50.0%	57.9%
<b>Lecturer Headcount</b>					
4. Full-Time	1	1	0	0	0
5. Part-Time	11	11	11	10	8
6a. Total Non-Tenure Track	12	12	11	10	8
6b. % of Non-Tenure Track	60.0%	60.0%	52.4%	50.0%	42.1%
7. Grand Total All Faculty	20	20	21	20	19
<b>Instructional FTE Faculty (FTEF)</b>					
8. Tenured/Track FTEF	6.3	7.3	9.0	8.0	10.3
9. Lecturer FTEF	8.6	8.9	6.2	6.4	5.3
10. Total Instructional FTEF	14.9	16.3	15.2	14.4	15.6
<b>Lecturer Teaching</b>					
11a. FTES Taught by Tenure/Track	160.8	184.0	215.5	226.1	319.2
11b. % of FTES Taught by Tenure/Track	39.4%	37.0%	42.5%	45.2%	62.4%
12a. FTES Taught by Lecturer	247.2	313.9	291.7	274.1	192.0
12b. % of FTES Taught by Lecturer	60.6%	63.0%	57.5%	54.8%	37.6%
13. Total FTES taught	408.0	497.9	507.2	500.3	511.2
14. Total SCU taught	6120.0	7468.0	7608.0	7504.0	7668.0
<b>D. Student Faculty Ratios</b>					
1. Tenured/Track	25.4	25.1	24.0	28.3	30.9
2. Lecturer	28.8	35.1	47.4	43.1	36.2
3. SFR By Level (All Faculty)	27.4	30.6	33.5	34.9	32.7
4. Lower Division	30.7	45.4	44.4	92.9	85.7
5. Upper Division	27.2	30.1	33.1	33.5	31.6
6. Graduate	.	.	.	.	.
<b>E. Section Size</b>					
1. Number of Sections Offered	51.0	51.0	50.0	47.0	49.0
2. Average Section Size	30.0	38.1	38.0	39.9	39.1
3. Average Section Size for LD	30.7	45.5	44.5	116.0	107.0
4. Average Section Size for UD	30.0	37.7	37.8	38.3	37.7
5. Average Section Size for GD	0.0	0.0	0.0	0.0	0.0
6. LD Section taught by Tenured/Track	0	0	0	1	1
7. UD Section taught by Tenured/Track	19	22	25	22	28
8. GD Section taught by Tenured/Track	0	0	0	0	0
9. LD Section taught by Lecturer	3	2	2	0	0
10. UD Section taught by Lecturer	29	27	23	24	20
11. GD Section taught by Lecturer	0	0	0	0	0

Source and definitions available at:

<http://www.csueastbay.edu/ira/apr/summary/definitions.pdf>

Appendix I

<b>Degree:</b>	<b>B.A. in Human Development</b>	<b>Dept:</b>	<b>HDEV/WOST</b>
<b>Levels:</b>	I=Introduced; P=Practiced; M=Mastered (terms adopted from WASC recommendations)		
<b>Indicators</b>	A=Assignments; E=Essays; R=Research Project/Papers; T=Objective Tests;		
<b>Symbols:</b>	X=Exams of Mixed Types (tests, short answers, essays); O=Other Types of Work V=Variable (may vary from different sections or instructors) e.g., <b>T50</b> =The indicator is an Objective Test, which constitutes 50% of the course evaluation		

**Instructions:**

- 1) Enter a course ONLY if that course is part of the requirement of the relevant major (either core, option requirement, or elective). Enter the course according to the course number, from smallest to the largest numbers).
- 2) For each course, for the course line (see example 01), use the pull down list (click the cell, and the downward arrow will show) to indicate at what level the material is addressed for each SLO. For the Indicators line, enter the symbols, such as T50, O35, etc., to indicate the type of work and the % of its weight of the course evaluation (Round to every 5%, e.g., 15, 20, 25, etc.)
- 3) If the SLO maps to any ILO, enter the same values under that ILO for the same course (see example 01). Map ALL relevant ILOs when appropriate.

**Reveal SLO/ILO text:** Mouse over each SLO or ILO, the full text of that SLO/ILO will show on the screen.

Serial #	Course Prefix	Course #	SLO1	SLO2	SLO3	SLO4	SLO5		ILO1	ILO2	ILO3	ILO4	ILO5	ILO6	Note
01	HDEV Indicators	3101	I V	I V		I V			I V					I V	
02	HDEV Indicators	3102	I V	I V		I V			I V					I V	
03	HDEV Indicators	3103	I V	I V		I V			I V					I V	
04	HDEV Indicators	3201		I V		I V	I V		I V			I V	I V		
05	HDEV Indicators	3202		I V		I V			I V						
06	HDEV Indicators	3203		I V	I V	I V	I V		I V		I V	I V	I V		
07	HDEV Indicators	3301	I V	I V		I V			I V					I V	
08	HDEV Indicators	3302	I V	I V		I V			I V					I V	
09	HDEV Indicators	3303	I V	I V		I V			I V					I V	
10	HDEV Indicators	3304	I V	I V		I V			I V					I V	

11	HDEV Indicators	3800	I V	I V	I V	I V			I V		I V			I V	
12	HDEV Indicators	4010	P V	P V	P V	P V			P V		P V			P V	
13	HDEV Indicators	4030	P V	P V	P V	P V			P V		P V			P V	
14	HDEV Indicators	4110	P V	P V	P V	P V			P V		P V			P V	
15	HDEV Indicators	4120	P V	P V	P V	P V			P V		P V			P V	
16	HDEV Indicators	4130	P V	P V	P V	P V			P V		P V			P V	
17	HDEV Indicators	4140	P V	P V	P V	P V			P V		P V			P V	
18	HDEV Indicators	4150	P V	P V	P V	P V			P V		P V			P V	
19	HDEV Indicators	4220	P V	P V	P V	P V			P V		P V			P V	
20	HDEV Indicators	4230	P V	P V	P V	P V			P V		P V			P V	
21	HDEV Indicators	4310	P V	P V	P V	P V			P V		P V			P V	
22	HDEV Indicators	4361	P V	P V	P V	P V			P V		P V			P V	
23	HDEV Indicators	4362	P V	P V	P V	P V			P V		P V			P V	
24	HDEV Indicators	4363	P V	P V	P V	P V			P V		P V			P V	
25	HDEV Indicators	4430	P V	P V	P V	P V			P V		P V			P V	
26	HDEV Indicators	4440	P V	P V	P V	P V			P V		P V			P V	
27	WOST Indicators	3030	P V	P V	P V	P V			P V		P V			P V	
28	WOST Indicators	3050	P V	P V	P V	P V			P V		P V			P V	
29	WOST Indicators	3100	P V	P V	P V	P V			P V		P V			P V	
30	WOST Indicators	3400	P V	P V	P V	P V			P V		P V			P V	
31	WOST Indicators	3420	P V	P V	P V	P V			P V		P V			P V	
32	WOST Indicators	3520	P V	P V	P V	P V			P V		P V			P V	
33	WOST Indicators	3530	P V	P V	P V	P V			P V		P V			P V	
34	WOST Indicators	3545	P V	P V	P V	P V			P V		P V			P V	

	Indicators	V	V	V	V			V		V			V	
35	WOST Indicators 3550	P V	P V	P V	P V			P V		P V			P V	
36	WOST Indicators 4130	P V	P V	P V	P V			P V		P V			P V	
37	WOST Indicators 4160	P V	P V	P V	P V			P V		P V			P V	
38	TED Indicators 4070	P V	P V	P V	P V			P V		P V			P V	
39	HDEV Indicators 4811	M V	M V		M V			M V					M V	
40	HDEV Indicators 4812	M V	M V		M V			M V					M V	