



**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	2015-2016
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 - The minor was revised, submitted, and approved as part of the department's 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 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 is now being offered.
- 8) Course Revision Proposal: HDEV 3333 - Cultural Construction and Human Development Department has reconsidered and will not be pursuing this revision.
- 9) New Course Proposal: HDEV 4450 - Human Development and Conflict in Contemporary Society (2013-2014) – This has been completed and is now being offered.

C. Program Changes and Needs

a) Curriculum: The department submitted our semester conversion package and it was approved.

b) Resources:

Staff – in the past, the department had two full time staff members. We are now down to one and she is retiring this summer. 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 (Fall 2014).

We have been awarded a TT search for the 2016-2017 academic year. This is an important step in serving our students as the new hire will teach in our core curriculum (taken by all majors). Additionally, this fills a critical need as our FERPing faculty member has ended his tenure with the program.

2. SUMMARY OF ASSESSMENT (about 1 page)

A. Program Student Learning Outcomes

A. Program Student Learning Outcomes

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

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

B. Program Student Learning Outcome(s) Assessed

Program Student Learning Outcome Assessed:

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

C. Summary of Assessment Process

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

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

Sample:

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

Evaluation Process:

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

D. Summary of Assessment Results

Assessment Results:

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

Mean Scores and Range for Research Indicators:

Self-Awareness: 1.51 (Range from 1 to 4)

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

Application of Empathy in Considering Others' Perspectives: 2.15 (Range from 0.5 to 4)

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

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

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

Strengths:

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

Weaknesses:

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

courses.

Plans for closing the loop:

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

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

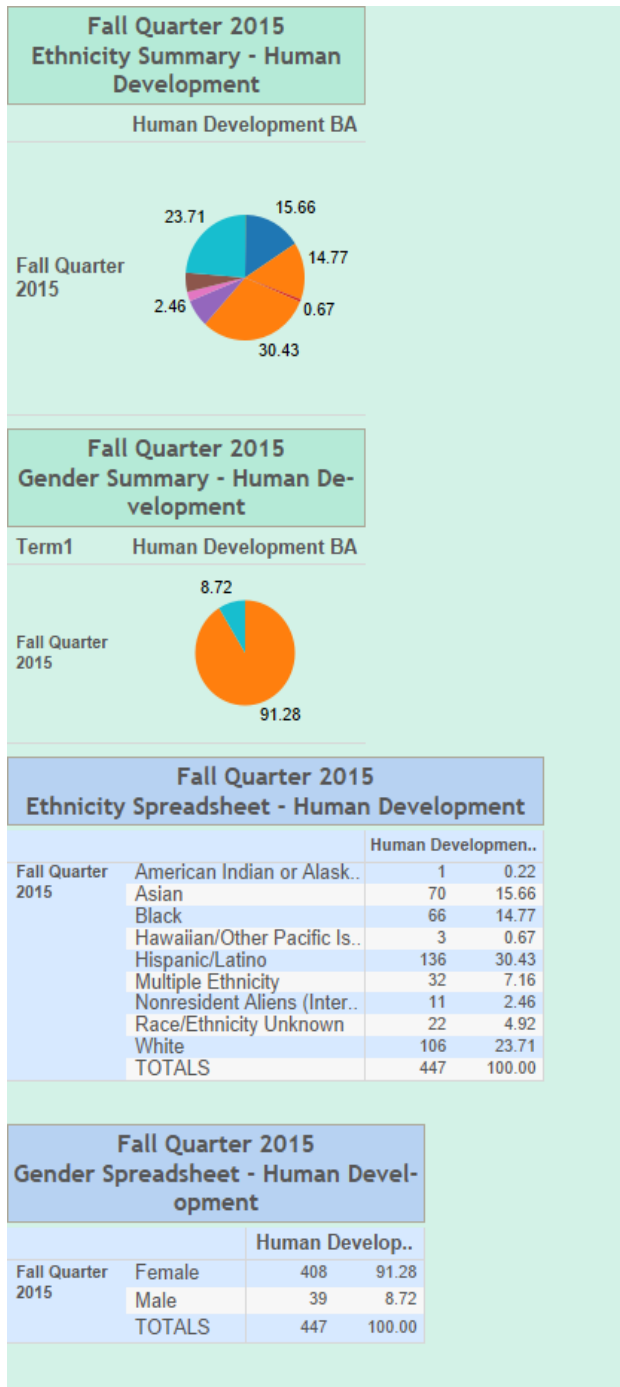
- *After semester conversion, PLO 5 will be assessed by looking at student documents in HDEV 499: Senior Research Seminar.*

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

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

California State University, East Bay
College Years 2009-10 through 2013-14

Human Development: Baccalaureate Degrees

CY 09-10 = 135
CY 10-11 = 149
CY 11-12 = 137
CY 12-13 = 152
CY 13-14 = 155
CY 14-15 = 145

c) SFR's by discipline

Academic Program Review SFR Table - Department

California State University, East Bay

SFR BY COURSE LEVEL: TERM FULL-TIME EQUIVALENT STUDENTS / ALL FACULTY AND LECTURERS

Fall 2011, 2012, 2013, 2014 and 2015

	Total SCU					term_ftes					term_ftef					term_sfr						
	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015		
Human Development	Tenured & Tenure Track	2760.0	3232.0	3392.0	4788.0	4012.0	184.00	215.47	226.13	319.20	267.47	7.33	8.99	7.99	10.33	8.53	25.09	23.96	28.29	30.91	31.36	
	Lecturer	4708.0	4376.0	4112.0	2880.0	3596.0	313.87	291.73	274.13	192.00	239.73	8.94	6.15	6.36	5.31	5.29	35.12	47.41	43.12	36.19	45.28	
	Lower Division	364.0	356.0	464.0	428.0	508.0	24.27	23.73	30.93	28.53	33.87	0.53	0.53	0.33	0.33	0.60	45.44	44.44	92.89	85.69	56.54	
	Upper Division	7104.0	7252.0	7040.0	7240.0	7100.0	473.60	483.47	469.33	482.67	473.33	15.73	14.61	14.02	15.30	13.22	30.10	33.08	33.48	31.55	35.79	
	Graduate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	7468.0	7608.0	7504.0	7668.0	7608.0	497.87	507.20	500.27	511.20	507.20	46.27	15.15	14.35	15.63	13.82	30.60	33.48	34.86	32.70	36.69	

d) Course History data

Course History Table 10.1c
California State University, East Bay
COURSE HISTORY
By Quarter from Summer 2010 through Spring 2015

		Summer			Fall					Winter					Spring				
		2011	2012	2013	2010	2011	2012	2013	2014	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Lower Division	Number Sections	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	1.0
	Total Enrollment	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	94
	Avg Section Size	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	94.0	
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	41.0	37.0	36.0	36.0	38.0	40.0
	Total Enrollment	619	576	458	1,123	1,363	1,418	1,501	1,505	1,117	1,273	1,290	1,396	1,408	1,101	1,288	1,254	1,302	1,320
	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	35.2	29.8	35.8	34.8	34.3	33.0
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	41.0	37.0	36.0	36.0	38.0	41.0
	Total Enrollment	619	576	458	1,123	1,363	1,418	1,501	1,505	1,117	1,273	1,290	1,396	1,408	1,101	1,288	1,254	1,302	1,414
	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	35.2	29.8	35.8	34.8	34.3	34.5
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	41.0	37.0	36.0	36.0	38.0	41.0
	Total Enrollment	619	576	458	1,123	1,363	1,418	1,501	1,505	1,117	1,273	1,290	1,396	1,408	1,101	1,288	1,254	1,302	1,414
	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	35.2	29.8	35.8	34.8	34.3	34.5

California State University, East Bay
APR Summary Data
Fall 2011 - 2015

Human Development (includes Women Studies)					
Fall Quarter					
	2011	2012	2013	2014	2015
A. Students Headcount					
1. Undergraduate	416	461	429	416	445
2. Postbaccalaureate	2	1	2	1	0
3. Graduate	0	0	0	0	0
4. Total Number of Majors	418	462	431	417	445
College Years					
B. Degrees Awarded					
	10-11	11-12	12-13	13-14	14-15
1. Undergraduate	149	137	152	155	145
2. Graduate	0	0	0	0	0
3. Total	149	137	152	155	145
Fall Quarter					

	2011	2012	2013	2014	2015
C. Faculty					
Tenured/Track Headcount					
1. Full-Time	8	9	9	11	10
2. Part-Time	0	1	1	0	0
3a. Total Tenure Track	8	10	10	11	10
3b. % of Tenure Track	40.0%	47.6%	50.0%	57.9%	55.6%
Lecturer Headcount					
4. Full-Time	1	0	0	0	2
5. Part-Time	11	11	10	8	6
6a. Total Non-Tenure Track	12	11	10	8	8
6b. % of Non-Tenure Track	60.0%	52.4%	50.0%	42.1%	44.4%
7. Grand Total All Faculty	20	21	20	19	18
Instructional FTE Faculty (FTEF)					
8. Tenured/Track FTEF	7.3	9.0	8.0	10.3	8.5
9. Lecturer FTEF	8.9	6.2	6.4	5.3	5.3
10. Total Instructional FTEF	16.3	15.2	14.4	15.6	13.8
Lecturer Teaching					
11a. FTES Taught by Tenure/Track	184.0	215.5	226.1	319.2	267.5
11b. % of FTES Taught by Tenure/Track	37.0%	42.5%	45.2%	62.4%	52.7%
12a. FTES Taught by Lecturer	313.9	291.7	274.1	192.0	239.7
12b. % of FTES Taught by Lecturer	63.0%	57.5%	54.8%	37.6%	47.3%
13. Total FTES taught	497.9	507.2	500.3	511.2	507.2
14. Total SCU taught	7468.0	7608.0	7504.0	7668.0	7608.0
D. Student Faculty Ratios					
1. Tenured/Track	25.1	24.0	28.3	30.9	31.4
2. Lecturer	35.1	47.4	43.1	36.2	45.3
3. SFR By Level (All Faculty)	30.6	33.5	34.9	32.7	36.7
4. Lower Division	45.4	44.4	92.9	85.7	56.5
5. Upper Division	30.1	33.1	33.5	31.6	35.8
6. Graduate					
E. Section Size					
1. Number of Sections Offered	51.0	50.0	47.0	49.0	51.0
2. Average Section Size	38.1	38.0	39.9	39.1	38.4
3. Average Section Size for LD	45.5	44.5	116.0	107.0	63.5
4. Average Section Size for UD	37.7	37.8	38.3	37.7	37.4
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	1	1	1
7. UD Section taught by Tenured/Track	22	25	22	28	24
8. GD Section taught by Tenured/Track	0	0	0	0	0
9. LD Section taught by Lecturer	2	2	0	0	1
10. UD Section taught by Lecturer	27	23	24	20	23
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>

Headcount Enrollment	Fall Quarter				
	2011	2012	2013	2014	2015

Human Development						
1. Undergraduate	416	461	429	416	445	
2. Postbaccalaureate	2	1	2	1	0	
3. Graduate	0	0	0	0	0	
4. Total Number of Majors	418	462	431	417	445	
Women's Studies						
1. Undergraduate	0	0	0	0	0	
2. Postbaccalaureate	0	0	0	0	0	
3. Graduate	0	0	0	0	0	
4. Total Number of Majors	0	0	0	0	0	
College Years						
Degrees Awarded		10-11	11-12	12-13	13-14	14-15
Human Development						
1. Undergraduate	149	137	152	155	145	
2. Graduate	0	0	0	0	0	
3. Total Number of Majors	149	137	152	155	145	
Women's Studies						
1. Undergraduate	0	0	0	0	0	
2. Graduate	0	0	0	0	0	
3. Total Number of Majors	0	0	0	0	0	

D. Student Faculty Ratios		Human Development				
1. Tenured/Track	25.3	23.9	26.0	28.8	30.1	
2. Lecturer	32.0	50.8	42.6	33.1	46.3	
3. SFR By Level (All Faculty)	28.5	31.9	32.8	30.0	34.9	
4. Lower Division	.	.	.	.	48.1	
5. Upper Division	28.5	31.9	32.8	30.0	34.6	
6. Graduate	.	.	.	.	.
E. Section Size						
1. Number of Sections Offered	37.0	38.0	40.0	41.0	43.0	
2. SCU taught	5452.0	5672.0	6004.0	6020.0	6100.0	
3. Average Section Size	37.8	37.3	37.5	36.7	36.7	
4. Average Section Size for LD	0.0	0.0	0.0	0.0	48.0	
5. Average Section Size for UD	37.8	37.3	37.5	36.7	36.5	
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	19	23	21	27	24	
9. GD Section taught by Tenured/Track	0	0	0	0	0	
10. LD Section taught by Lecturer	0	0	0	0	1	
11. UD Section taught by Lecturer	18	15	19	14	16	
12. GD Section taught by Lecturer	0	0	0	0	0	
D. Student Faculty Ratios		Women's Studies				
1. Tenured/Track	23.6	25.2	48.3	61.3	63.3	
2. Lecturer	42.1	42.9	45.3	43.6	43.3	
3. SFR By Level (All Faculty)	38.4	39.3	46.5	48.8	46.4	

4. Lower Division	45.4	44.4	92.9	85.7	63.3
5. Upper Division	37.1	38.3	38.0	42.4	43.3
6. Graduate	.	.	.	.	.
<i>E. Section Size</i>					
1. Number of Sections Offered	14.0	12.0	7.0	8.0	8.0
2. SCU taught	2016.0	1936.0	1500.0	1648.0	1508.0
3. Average Section Size	38.7	40.3	53.6	51.5	47.1
4. Average Section Size for LD	45.5	44.5	116.0	107.0	79.0
5. Average Section Size for UD	37.5	39.5	43.2	43.6	42.6
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	1	1	1
8. UD Section taught by Tenured/Track	3	2	1	1	0
9. GD Section taught by Tenured/Track	0	0	0	0	0
10. LD Section taught by Lecturer	2	2	0	0	0
11. UD Section taught by Lecturer	9	8	5	6	7
12. GD Section taught by Lecturer	0	0	0	0	0