

CALIFORNIA STATE UNIVERSITY, HAYWARD

DESIGNATION CODE: 00-01 CAPR 11

DATE SUBMITTED: October 18, 2001

TO: The Academic Senate

FROM: The Committee on Planning and Academic Resources

SUBJECT: Five-Year Program Review of the Department of Human Development

ACTION

REQUESTED: Approval of the Five-Year Program Review of the Department of Human Development and continuation of the program without modification.

BACKGROUND INFORMATION:

Residing in the School of Arts, Letters, and Social Sciences, the Department of Human Development offers an interdisciplinary program leading to a B.A. degree. This program allows students to study human development throughout the lifespan from the perspective of multiple fields, such as biology, anthropology, psychology, sociology, philosophy, linguistics, and other disciplines. This major program is built around student learning communities and faculty team-teaching.

On May 10, 2001, the Department Chair, Professor Rainer Bauer, and department members Jiansheng Guo, Pat Guthrie and Xeno Rasmussen, met with CAPR to discuss their Five-Year Review and Strategic Plan. The Department of Human Development had submitted the following documents to CAPR as part of the 1995-2000 Review:

- Department Self-Study (including the following sections)
 - Curriculum and Instruction
 - Students (including institutional statistics)
 - Faculty
- External Reviewer's Report, April 2001
- External Reviewer's Report, February 1997
- Assessment Documents
 - Mission Statement
 - Program Goals
 - Learning Outcomes
- Applications Submitted for New Tenure-Track Positions 2000-2001
- Five-Year Plan
- Response to External Reviewer's Report

FIVE-YEAR PROGRAM REVIEW/ SELF-STUDY (1995-2000)

The Department of Human Development describes itself as a truly innovative, interdisciplinary department, where faculty from different fields are in a true dialogue with one another. The program has been growing steadily throughout the 1990s with an influx of adult returning students; the department has been adjusting to fit the needs of their new majors.

The curriculum includes a 36-unit Junior Core, which is an integrated series of courses presenting the interdisciplinary content. The courses consist of interrelated modules, symposia,

and small-group seminars. In the senior year, students specialize in one of the Department's Age-Related Options (Childhood, Adolescence, Adulthood, or Gerontology) or an area of their own choosing. In addition to exploring a specialization, senior Human Development majors complete three "Senior Project" courses, two of which are capstone classes mandatory for all majors. This major format is accompanied by the innovative teaching techniques used in the department, which consist of team-teaching, learning communities, applied projects, and alternative modes of instruction.

Enrollments in the Department of Human Development have remained relatively stable over the past five years, but the number of majors has risen by 10.6% (from 330-365). The Department has seen increases in majors due to the increased number of PACE (Program for Adult Education) students and an increase of students taking courses in child development. The Department also has a majority of female re-entry students. The faculty have made accommodations for the new demands of these student populations. The faculty consists of 6 regular faculty members, 4 returning lecturers, and several temporary lecturers. The Department is concerned by the higher volume of courses taught by lecturers (and their high rate of turnover), and its effects on students and the curriculum. This puts the 6 regular faculty members in charge of maintaining and planning for the integrated, interdisciplinary curriculum, which while innovative, is also labor intensive. These concerns are further compounded by a lack of adequate workspace and electronic resources for all faculty members.

Reflected in their Academic Performance Review Statistics, the total numbers of majors in Human Development has averaged 365.8 majors per year between 1995-2000, with an overall 10.6% increase. The Annual Averages of FTES in HDEV course offerings have increased by 3.1%.

OUTSIDE REVIEWER'S COMMENTS AND THE DEPARTMENTAL RESPONSE

The Department of Human Development was visited by two outside reviewers within the past five years and so has submitted two outside reviewer reports. Dr. Bonnie R. Strickland, a Professor of Psychology from the University of Massachusetts, conducted the most recent external review in April 2001. She indicates her high praise for the Department, stating that "for over thirty years, the Department of Human Development has been an extraordinary model of interdisciplinary teaching and learning. Truly innovative, the Department program has developed into one of the premier programs of its kind in the nation." In her review, she also praises the Department of Human Development for doing so much with so few resources, yet worries about the future of the program based on the continuing lack of vital resources. Based on her observations and evidence cited from the program's Self-Study, she supports six specific recommendations for the department.

- 1) First, Professor Strickland states that the Department is in dire need of more tenure-track faculty lines. Without these the tradition of excellence in teaching may suffer.
- 2) The Department needs more and improved workspaces for the sake of regular faculty and lecturers.
- 3) The Chair of the Department should be given more release time to meet enrollment and programmatic demands.
- 4) The Department should revise its advising situation. Currently, each faculty member advises 90 students. The reviewer notes that new faculty lines are the most obvious solution to this problem.
- 5) The faculty need additional administrative, financial, and technical resources to develop more venues for distance and online instruction.

6) The Department should explore the development of a Master's Degree program.

An earlier review from February 1997, conducted by Professor Ann M. Bingham-Newman, Department of Child and Family Studies at the California State University, Los Angeles, reflected similar concerns and recommendations.

The Department of Human Development concurs with the outside reviewers' recognition of their strengths, which include a curriculum based on team-teaching and other unique instructional techniques, sophisticated student academic work coupled with real world applications, and the development of alternative modes of instruction (such as on-line, web-supported, and distance learning). The main challenges that the department faces surround the question of how to do more with less. Over 50% of the department's FTES are taught by lecturers. The Department recognizes the need for more tenure-track faculty and an ongoing systematic assessment of their program in order to strengthen their curriculum.

FIVE-YEAR STRATEGIC PLAN (2000-2005)

In their Five Year Plan, the Department of Human Development outlines how they will address the challenges of changing enrollments patterns, shifting characteristics of students, and the shrinking and fragmented composition of faculty. To address these issues, the Department will assess its curriculum through such actions as: defining and solidifying the essential elements of their field, strengthening interdisciplinary team teaching, further addressing diversity issues, redesigning the PACE HDEV track, adding course offerings, expanding practical application opportunities for students, and exploring the possibility of offering a Master's Degree program. The Department proposes changes for assessment, student advising, and how they offer distance learning options to serve their students better. Lastly and most importantly the Department wants to increase the number of full-time regular faculty, which both the current faculty and the outside reviewers argue is essential to the continued health and innovation of the Department as a whole.

CAPR RECOMMENDATION:

CAPR recommends approval of the Five-Year Program Review of the Department of Human Development without modification. The Department of Human Development is scheduled to conduct its next Five-Year Review in 2005-2006.