

CALIFORNIA STATE UNIVERSITY, EAST BAY

Designation Code: 2006-07 CAPR 13

Date Submitted: May 10, 2007

TO: The Academic Senate

FROM: Committee on Academic Planning & Review (CAPR)

SUBJECT: Five-Year Program Review for Human Development Programs

PURPOSE: For Action by the Academic Senate

ACTION REQUESTED: Acceptance of the Five-Year Program Review of Human Development Program and approval of continuation of the program without modification

Executive Summary

1. BACKGROUND

- The Human Development Department offers an undergraduate major and minor and its major through PACE (Program for Accelerated College Education). The number of majors declined from 326 in 2000 to 267 in 2005 (18%). However, over the same period of time the number of degrees award for each year remains relatively stable, and the department has attracted more non-majors to its courses and thus its FTES generated increased from 224.5 in 2000 to 254.4 in 2005 (13%). Over the same time period the number of tenure track faculty increased from 6 to 9 (50%).
- “The department offers its undergraduate students a rigorous, stimulating, and empowering education in the field of life span development.” (Self Study Report) The program is interdisciplinary with instruction organized around team-teaching and collaborative learning. The Department is using the latest technology and is planning on offering its major online starting in the fall of 2007.
- In the past five years the department:
 - 1) developed an entirely new and revised curriculum,
 - 2) strengthened interdisciplinary team teaching,
 - 3) furthered the integration of diversity issues throughout its curriculum,
 - 4) redesigned the Human Development track within PACE, and
 - 5) continued to strengthen the child development curriculum.

The department’s strategy for increasing enrollments in the next five years is to increase the number of UD GE courses it teaches, develop a new Early Childhood Option, and offer its major courses online.

2. CAPR Recommendation for Continuation of the Program

CAPR recommends the continuation of the Human Development program without modification. The date of the next Five-Year Review is 2010-2011.

CAPR Report

1. BACKGROUND

1.1 Overview description of the program

- The Human Development Department offers an undergraduate major and minor and its major through PACE (Program for Accelerated College Education). The number of majors declined from 326 in 2000 to 267 in 2005 (18%). However, over the same period of time the number of degrees awarded for each year remains relatively stable, and, the department has attracted more non-majors to its courses and thus its FTES generated increased from 224.5 in 2000 to 254.4 in 2005 (13%). Over the same time period the number of tenure track faculty increased from 6 to 9 (50%).
- “The department offers its undergraduate students a rigorous, stimulating, and empowering education in the field of life span development.” (Self Study Report) The program is interdisciplinary with instruction organized around team-teaching and collaborative learning. The Department is using the latest technology and planning on offering its major online starting in the fall of 2007.
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- The department’s strategy for increasing enrollments in the next five years is through increasing the number of UD GE courses it teaches, the development of a new Early Childhood Option, and offering a new online major.

1.2 Overview of the documents submitted to CAPR:

The report contains the following components as required by CAPR (2005-2006 CAPR-09):

- **Self-study Report**
 - *Summary* Thorough description of last review, last 5 Year Plan and its implementation and discrepancies, and achievements and highlights.
 - *Curriculum and Student Learning:* This subsection contains
 - a comparison of four CSU campuses (Long Beach, San Marcos, Sonoma State, and Dominguez Hills), a California research university (UC Davis), and a research university outside California (Cornell University). These comparisons would have been more useful if the compared the curriculum the department will start this fall than the one they are giving up.
 - Outcomes Assessment documents are provided in the Self Study. The process uses a survey of students asking them how well they feel they have achieved the learning objectives of the program. The CAPR committee questions whether this will meet WASC’s expectations of outcome assessment.

- The department plans to expand the number of its courses which students can use to meet Upper Division General Education requirements.
- *Student, advising, and retention:* Institution Research data table for 2001-2005 is provided. The department uses Open Advising Nights attended by all of the tenure track faculty members and faculty members offices hours to accomplish its advising. It has developed a new major check sheet for students and is working on improving its web page to help advise students.
- *Faculty:* Members of the faculty are productive scholars with numerous publications, presentations at professional meetings and successful grant writers. They provide service to the campus through memberships on college and university committees. The department continually request new tenure track faculty positions. In this report they note that too many of the Student Credit hours are taught by part-time faculty (58%). With nine tenure track faculty they teach only 3.9 FTEF positions and they use 5 FTEF of release time. In Fall 2005 they had 5.4 FT lecture positions.
- *Resources:* The five-year plan requests three additional tenure track positions, an addition a half time staff position, and a dedicated technical person to help with the development and implementation of online courses.

Unit Requirements: The new curriculum maintains the major of 180 units.

- **Five Year Plan for 2005-2009**
 - *Curriculum:* good details
 - *Students:* detailed plan to increase enrollments
 - *Faculty:* detailed plan, but weak analysis of source of part timers
 - *Resources:* specific budget requests, but did not mention Library needs
 - Outcomes Assessment:* Outcomes Assessment, relies exclusively on survey of students.
- Outside Reviewer Report – very complementary of the departments leadership, faculty and plans for continued growth of enrollments.
- Departmental Response to the Outside Reviewer’s Report: Presented orally to CAPR

2. FIVE-YEAR PROGRAM REVIEW/SELF-STUDY (2000-2004)

2.1 Summary of specific areas of the Self-Study

- *Summary of last 5-year review and plan*
Over the past five years the Department has become more of a service department. While the number of majors has decreased, the total number of FTES have remained relatively constant due to increased PACE and child development courses. Human Development majors are mostly female (88-92%), considerably older than the average students on campus, increasingly diverse, and predominately working full-time while attending school. Given the amount of release time allocated to tenure-track faculty and the higher student faculty ratios produced by part-time faculty, lecturers teach more than 50% of the total student credit hours.
- *Curriculum and student learning responses to last five plan:*

- Clearly defined and solidified the essential knowledge components of Human Development curriculum.
- Strengthened interdisciplinary team teaching.
- Further integrated diversity issues throughout the curriculum.
- Rolled over to the next five years the redesign of the Human Development track within PACE.
- The report provides no information on expanding opportunities for students to apply scholarship to practical problems.
 - *Outcomes Assessment*
The only assessment tool developed was a Major Program Survey which does little more than ask students to assess their achievement of the learning outcomes.
 - *Student Advising*
The Department developed Open Advising Nights attended by all faculty, a new and simplified Major Check Sheet, and has 2 – 3 full-time faculty members advise students each quarter on the Contra Costa campus.
 - *Alternative modes of instruction*
Human Development has provided a distance-learning program for nearly thirty years, in addition to face-to-face instruction initially using audio tapes. The department is now moving to the use of the most recent technologies with plans to offer the major through online courses.
 - *Faculty Professional Achievements*
The self-study provides sufficient evidence of faculty publications, conference presentations and representation on University and college faculty committees.
 - *G.E. offerings*
The Department currently teaches one class (HD 3800, Human Development and Interaction) that meets the general education requirements. The department has developed appropriate learning outcomes for this course. Assessment is accomplished through exams, papers, class presentations and class discussion. The assessment discussion provides no assessment of student “advanced skills in oral ... arguments...” for students who take classes exclusively online.
 - *Other comparable programs*
The self-study provides a comparison of four CSU campuses (Long Beach, San Marcos, Sonoma State, and Domingues Hills), a California research university (UC Davis), and a research university outside California (Cornell University). These comparisons would have been more useful if they compared the curriculum the department will start this fall rather than the one they are giving up.

2.2 Summary of supporting data

Over the past 5 years the number of majors declined 18%, the number of FTES generated increased 13%, the number of degrees awarded declined 4%, the number of full-time tenure track faculty increased 50%, the number of sections offered declined 17% and the SFR remained relatively constant at 26:1.

3. OUTSIDE REVIEWER'S COMMENTS & THE DEPARTMENT'S RESPONSE

3.1 Outside Reviewer's Comments

Dr. Bonnie R. Strickland, Professor Emeritus of Psychology at the University of Massachusetts, Amherst visited the campus on January 22nd and 23 of this year and submitted her report on January 28, 2007.

Dr. Strickland complemented the department on the quality of leadership of the two chairs who had served during the last five years, the model of interdisciplinary teaching and learning which has "... over the past five years improved its quality and excellence," the faculty and students on scholarship, the development of the new curriculum, and the use of the latest learning technology. She also was happy with the Library and Technical support.

She made the following recommendations:

1. Need more tenure track faculty.
2. Improve registration process
3. Additional staff to keep Department Office open more hours.
4. Improve facilities at satellite campuses.
5. Conduct survey of graduates.

3.2 Program's response to outside reviewer's report

The department chair and faculty met with CAPR to discuss their report and reaction to reviewer's comments. They agreed with her assessment except to point out their need for more Library resources to support their new curriculum. CAPR notes that on the forms requesting curricular modifications no additional library resources were requested.

4. PROGRAM'S FIVE-YEAR STRATEGIC PLAN (2005 – 2009)

• Curriculum

- Major curriculum change – the modification of the Human Development B.A. Program was completed during the last five year and will be implemented in the Fall of 2007.
- Reasons for the revision:
 - To help students achieve the learning outcomes as set in the department Assessment Plan.
 - To align the course unit assignments with other course in the College (from 3 units to 4 units).
 - To have course titles better reflect the course material.
 - To establish an Option in Early Childhood Development
 - To provide an option in Women's Development.

Multiculturalism

Document inclusion of multiculturalism in every H.D. Course

PACE – to redesign the Human Development track within PACE

General Education -- add at least one new Upper Division course to those meeting G.G. requirements.

Concord Campus and beyond

The H.D. courses are currently being taught at four different locations – Hayward, Concord, San Pablo, and Los Positas. The department plans to strengthen the Early Childhood Option at the concord and San Pablo campuses.

Service Learning – Throughout the next five years, the department will integrate service learning into the H.D. curriculum.

- *Students*

- Increase enrollment.
 - The Department plans to increase student enrollment through a new Early Childhood Option, adding courses to GE, and by creating a new Human Development On-line Major.
- Advising and retention – The Department improve advising by:
 - Holding regular scheduled advising hours on the Concord campus
 - Holding “Open Advising Night” on Hayward and Concord campuses.
 - Continuing to develop their web page for the purpose of facilitating advising.
 - Increasing advising at the San Pablo campus.
- Student transition between the old and new curricula -- the department will develop “the equivalencies to aid our students in making the transition from the old to the new curriculum.”
- Office climate – the department as changed the furniture, painted the office and rearranged the office space to make it more inviting to students.

- *Faculty*

- The plan focuses on the perceived need for more tenure-track faculty to replace part-timers.

- *Resources*

- The Department requests “at least three new tenure-track faculty over the course of the next five year,” more office staff positions, and “...a designated technical person... to work intensively with the faculty to develop and improve our implementation of on-line courses.”

5. CAPR ANALYSIS OF THE PROGRAM’S FIVE-YEAR REVIEW

In the past five years the department:

- 1) developed an entirely new and revised curriculum,
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The department's strategy for increasing enrollments in the next five years is to boost the number of UD GE courses it teaches, develop a new Early Childhood and Women's Option, and offer its major courses online.

Program changes and challenges

- CAPR praises the hard work to revamp the curriculum to better serve the Human Development students including to achieve the learning outcomes in the department's assessment plan, realign course unit assignments with other courses in the College, to establish an Option in Early Childhood Development, and provide an Option in Women's development. HD has strong leadership in the department and continues to provide an important opportunity for working women to obtain a B.A. in Human Development which offers a wide array of future job opportunities.
- We also acknowledge the HD Department's efforts to incorporate multiculturalism in its courses and to improve student services and access to courses at satellite campuses, particularly in the Early Childhood Option. CAPR agrees with the outside reviewer's suggestion to survey their graduates to ascertain their satisfaction with the major and their activities after graduation to better determine how well the major is serving the students and as a marketing tool. This can also be used as part of a broader assessment of the program's effectiveness.
- We note that while the number of majors has declined, the number of FTES generated has increased. Meanwhile, the number of sections offered declined and the SFR remained relatively constant. The Human Development Department's decision to offer a totally online option will enable more of their students, almost all are working adults, to have easier access to courses and complete the major more efficiently.

Resource challenges and needs

- CAPR supports the addition of additional tenure track hires to address the problem that one third to one half of their course are taught by part-time lecturers, and with the revision of the curriculum to add two new options in Early Childhood and Women's Development the Department will need to hire additional tenure track hires to advise and mentor students. Given the limited number of TT hires in CLASS, these requests should be prioritized to reflect the most urgent needs and possibly combine the multiple needs.
- The addition of more administrative support staff and technical support also appears to be needed to address the need to cover both daytime and evening hours. Additional technical support to assist the department's growth into a totally online option also needs to be addressed.
- CAPR recognizes the Department has tried to provide more classes where their students live and work, unfortunately the facilities away from the Hayward campus need to be enhanced to improve the educational experience for the students. CAPR supports this request by the Department.
- Finally, CAPR agrees with the external reviewer that the Department of Human Development is a "model of interdisciplinary teaching and learning" that serves a student population that is often the first in their family to attend a university.

6. CAPR RECOMMENDATION FOR CONTINUATION OF THE PROGRAM

CAPR recommends the continuation of the Human Development Bachelor of Arts degree program without modification.

7. DATE OF THE PROGRAM'S NEXT FIVE-YEAR REVIEW

2010-2011