



ANNUAL PROGRAM REPORT

College	CLASS
Department	Human Development and Women’s Studies
Program	065
Reporting for Academic Year	2017-2018
Last 5-Year Review	2011-2012
Next 5-Year Review	2018-2019
Department Chair	Keri O’Neal
Date Submitted	October 10, 2018

I. **SELF-STUDY** *(suggested length of 1-3 pages)*

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

*Present your planning goals from your last 5-year plan.*

- 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. Progress Toward Five-Year Review Planning Goals**

*Report on your progress toward achievement of the 5-Year Plan. Include discussion of problems reaching each goal, revised goals, and any new initiatives taken with respect to each goal.*

- 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**

*Report on changes and emerging needs not already discussed above. Include any changes related to SB1440, significant events which have occurred or are imminent, program demand projections, notable changes in resources, retirements/new hires, curricular changes, honors received, etc., and their implications for attaining program goals. Organize your discussion using the following subheadings.*

**Overview:** Human Development is an interdisciplinary program that integrates theory and methodology from disciplines such as anthropology, biology, linguistics, psychology, and sociology. Students majoring in Human Development explore the processes and mechanisms underlying developmental change and stability across the lifespan, and the sociocultural and

historical contexts in which development takes place. The program's curriculum equips students with basic understanding of major research findings and core concepts in human development, the ability to critically analyze and evaluate theoretical and practical issues in the field, and the skills to apply their learning to diverse communities outside the university. The program strives to create an optimal learning community which values and fosters mutual learning and dialogue between and among students and faculty from diverse backgrounds.

**Curriculum:** The department transformed the major curriculum through the conversion process. This new curriculum was implemented Fall of 2018.

**Students:**

In comparison to the general student population of California State University, East Bay, Human Development students are significantly older, more advanced in their careers, and more culturally diverse. Many students attend school full time in addition to working overtime at their paid employment. In short, our students enter Human Development with an ever-wider range of life experiences, goals, and values. Many are raising families as well as working full time. The Department's system of course offerings with possibilities of completing required courses using face-to-face, hybrid or online modalities of instruction is particularly well suited to these students; we anticipate that it will continue to serve them well.

The vast majority of our majors come in as transfer students, having completed their AA degree at a community college.

**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). However, Dr. Smith resigned at the end of Spring, 2017. As such we no longer have someone in this specialty. Furthermore, our other remaining cognitive specialist has begun the FERP program and as such is teaching a greatly reduced load. This gap needs to be filled as our largest number of majors focus on early childhood and childhood development.

The department was awarded a TT search for the 2016-2017 academic year. Dr. Maria Guzzardo joined us in Fall, 2017 as our Research Methods Specialist. This is an important step in serving our students as Dr. Guzzardo's is teaching in our core curriculum (taken by all majors).

**Staff:** In the past, the department has had two full time staff members. Currently, the department is being run by one individual. Our one staff member manages over 500 majors in two separate degree programs. We also offer support for large departments such as Nursing and Liberal Studies and for the PACE program. More help in the office, especially with the growing online degree completion program would be greatly appreciated.

**Resources:** The technical support given to us through the Information Technology department has been consistently strong. The individuals in each area provide knowledge and skill, augmented by their willingness to help and their proactive attitude toward helping faculty build their own skills in a constantly changing technological environment. Because of these individuals, the difficult task of working with information technology has been made much easier.

As more students seek online education, the need for a strong IT department and the bridge between academic departments will remain imperative.

**Assessment:** The department participates in an extensive assessment project each year. Please see section II for further information.

**Other:** *n/a*

## II. **SUMMARY OF ASSESSMENT** (*suggested length of 1-2 pages*)

### A. **Program Learning Outcomes (PLO)**

*List all your PLO in this box. Indicate for each PLO its alignment with one or more institutional learning outcomes (ILO). For example: "PLO 1. Apply advanced computer science theory to computation problems (ILO 2 & 6)."*

#### **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; (ILO 2,6)
2. Demonstrate critical thinking ability to identify similarities, differences, and connections among human development perspectives; (ILO 1)
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; (ILO 1,3,4,5)
4. Access information, design and carry out individual and group research projects, and present them clearly, logically and persuasively; (ILO 1,2,4,6)
5. Show ability to understand themselves reflectively and others empathetically and apply these skills to both academic and nonacademic contexts. (ILO 3,5)

## B. Program Learning Outcome(S) Assessed

List the PLO(s) assessed. Provide a brief background on your program's history of assessing the PLO(s) (e.g., annually, first time, part of other assessments, etc.)

PLO 2: Demonstrate critical thinking ability to identify similarities, differences, and connections among human development perspectives; (ILO 1)

C. PLO 2 is mapped onto the vast majority of Human Development and Women's Studies classes. HDEV 4812: Senior Research Seminar in Human Development II is the most advanced course that PLO 2 is mapped onto; PLO 2 is mapped onto HDEV 4812 at the Mastery ("M") level. Starting in Fall Semester 2018, PLO 2 will be mapped onto 7 HDEV courses at the Introductory ("I") level, 26 HDEV and WOST classes at the Developing ("D") level, and one HDEV class at the Mastery & Assess ("M" and "A") levels. **SUMMARY OF ASSESSMENT PROCESS**

*Summarize your assessment process briefly using the following sub-headings.*

**Instrument(s):** The faculty created a rubric to accurately capture the content of HDEV PLO2.

**Sampling Procedure:** The sample of students' work included documents from six sections of HDEV 4812 classes spanning the Spring Term 2017 – Winter Term 2018 quarters.

**Sample Characteristics:** Twenty-four students' papers were sampled (n = 24). A random systematic sample was performed, with a random number start.

**Data Collection:** *(include when, who, and how collected)* 1.

1. In May 2018 the HDEV faculty met to analyze written reflections submitted by HDEV 4812 students.
2. The faculty created a rubric to accurately capture the content of HDEV PLO 2. To do so, the faculty modified the AAC&U Critical Thinking Value Rubric to be aligned with the CSUEB HDEV department's program learning outcome goals.
3. Papers were scored using an interval scale of 1-4. Faculty reviewers used the following rating scale to assess PLO components and overall PLO attainment in paper:
  - a. 1 = Unacceptable
  - b. 2 = Developing
  - c. 3 = Proficient
  - d. 4 = Outstanding
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 2 strength and areas for improvement.
8. Faculty formulated strategies for PLO 2 improvement and implementation.

### **Data Analysis:**

Scores ranged from 1 (unacceptable) to 4 (outstanding) in the analysis. The average critical thinking scores for all PLO 2 categories fell between the ratings of 1.97 (almost reaching the “developing” score) and 3 (“proficient”).

#### *Mean Scores and Range for Research Indicators:*

Explanation of Issues Demonstrates Critical Thinking: 2.85 (Range from 1 to 4)

Evidence Demonstrates Critical Thinking: 2.61 (Range from 1 to 4)

Student’s Position Demonstrates Critical Thinking: 2.10 (Range from 1 to 3.5)

Conclusions Demonstrate Critical Thinking: 1.97 (Range from 1 to 4)

Holistic Paper Score: 2.39 (Range from 1 to 4)

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

*Summarize your assessment results briefly using the following sub-headings.*

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

- **Main Findings:**

#### *Strengths:*

- Overall, students did a good job in the categories “Explanation of Issues Demonstrates Critical Thinking” and “Evidence Demonstrates Critical Thinking”
- A few papers were excellent.
  - They were well thought-out with comprehensive, clear, logical discussions.
  - They introduced the topic and made the research question seem like it grew out of the lit review.
  - These papers made critical thinking seem attainable and possible for HDEV students.
- Many papers were good.
  - These students did a good job utilizing a logical structure in their papers.
  - These students understand the form of the paper.
  - They have clear sections and follow directions well.

- The vast majority of students do a good job listing studies and results.
- They do a fine job citing sources.

*Weaknesses:*

- Some students occasionally struggle with synthesizing source materials.
- Papers would benefit from having one simple, clearly stated research question. Students need to be able to answer the question and not get overwhelmed.
- Many students need to examine whether source material is:
  - Subjective or objective data
  - Perceptions or evidence
- Some students need to enhance connection between introduction and discussion.

**Recommendations for Program Improvement:** *(changes in course content, course sequence, student advising)*

See “Closing the Loop”

**Next Step(s) for Closing the Loop:**

- PLO 2 classes should train students to go deeper in thinking about meanings and causal connections.
  - Classes can include hands-on critical thinking practice.
  - In multiple PLO2 classes, Faculty can have students read and discuss excellent examples of simple research studies. We can discuss what factors make the studies good, clear, and readable.
  - HDEV faculty are considering requiring critical thinking assignments in all upper division classes. In this assignment, students would practice comparing and contrasting similarities and differences between theories.
- Faculty should spend more talking about importance of conclusion in HDEV 499 and other PLO2 classes.
- HDEV faculty are looking forward to combining HDEV 4811 and 4812 into HDEV 499 under the semester system. This will enable us to integrate critical thinking skills throughout the term.
- HDEV faculty are reassessing the scope of HDEV 499 projects, to consider how much time students have to successfully complete a project.

**E. Assessment Plans for Next Year**

*Summarize your assessment plans for the next year, including the PLO(s) you plan to assess, any revisions to the program assessment plan presented in your last five-year plan self-study, and any other relevant information.*

1. PLO 3. Assess information; design and conduct individual and/or group research projects, and present them clearly, logically, and persuasively. (Please note: this is an updated PLO that goes along with our curriculum on the semester system)

The protocol we have developed over the years, while time consuming, has proven to be a valuable component in understanding and improving our curriculum. We will follow the same steps next year.

### III. **DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS**

*Each program should provide a one-page discussion of the program data available through CAPR. This discussion should include an analysis of trends and areas of concern. Programs should also include in this discussion requests for additional resources including space and tenure-track hires. Resource requests must be supported by reference to CAPR data only. Requests for tenure-track hires should indicate the area and rank that the program is requesting to hire. If a program is not requesting resources in that year, indicate that no resources are requested.*

#### A. **Discussion of Trends & Reflections**

##### **Notable Trends:**

*Summarize and discuss any notable trends occurring in your program over the past 3-5 years based on program statistics (1-2 paragraphs). You may include 1-2 pages of supplemental information as appendices to this report (e.g., graphs and tables).*

The number of majors within the department remains robust and is trending upward. For example, in 2014 there were 417 majors and the most recent major count is 532 for Fall of 2018.

The FTES of the department has continued to rise, going from 402 in 2014 to 445 in 2017.

The overall SFR for the department is 37.9, up from 34.4 in 2015.

The ratio of full time to part time faculty is approximately 50% (full time) to 50% (part time).

Due to the upper division nature of our department, it is appropriate to look at the transfer graduation rates. The two year rate in 2014 was 50% and the three year rate was 73.2%.

##### **Reflections on Trends and Program Statistics:**

*Provide your reflections on the trends discussed above and statistics and supplemental information presented in this report.*

Reflecting on the trends and program statistics reveals a department that continues to grow. In large part this is due to the department's willingness to embrace various forms of teaching modalities (i.e., online, hybrid, face to face). Providing these different options has proven very popular with our students and continues to serve as a draw for transfer students both locally and nationally. Given the incentives to attend community colleges (i.e., free tuition, online college) it is reasonable to predict that an upper division major such as Human Development will continue to thrive in this changing educational system.

As evidenced by the overall SFR, the department continues to be a valuable and financially advantageous member of the college and university. As we begin the semester system, our new curriculum has been designed to continue this trend.

As we seek additional tenure track faculty members we will see the ratio of full to part time instructors decline. Given the number of majors we have it is essential that tenure track faculty be available for the myriad of advising and mentoring responsibilities associated with our student body.

Lastly, the number of transfer students graduating in two years is too low. This can partially be explained by the demographics of our major population. As previously indicated, our students tend to be older, work full time jobs, and have families. This often hinders students from taking a full load each term. However in an effort to guide students more effectively our new semester curriculum entails a 1 unit course taken when students declare their major. This class teaches students how to be Human Development majors and provide critical information to help them be successful at CSU East Bay and to move along towards graduation in a timely manner. At the writing of this report, this course is being offered and the informal feedback from students has been very positive.

## **B. Request for Resources** *(suggested length of 1 page)*

### 1. Request for Tenure-Track Hires

The department is seeking approval to run a tenure track search during the 2019-2020 academic year with a successful candidate starting in Fall of 2020. Specifically, the department will be seeking a position in Childhood Development with an emphasis on Language Development and Cognition. This is the most prescient need of the department as Dr. Sara Smith left the department at the end of Spring, 2017 and Dr. Jiansheng Guo has begun the FERP program. They both have been, and in Dr. Guo's case continue to be, vital components of our department, teaching critical courses in both our core curriculum (taken by all majors) and in Language Development and Cognition in the Early Childhood and the Childhood Development concentrations. These are our most popular concentrations and require instructional expertise in the content areas. Further, additional faculty are needed to advise our many majors within this popular concentration, to aid in curriculum development, and student outreach.

As previously mentioned, the Department of Human Development and Women's Studies has been steadily increasing its number of majors. The number of faculty members within the department has not kept up with the increase in student demand. In fact, the number of faculty members has decreased as our majors have increased (e.g., 2013 = 431 majors, 10 fulltime faculty; 2018 = 532 majors, 8 fulltime faculty members). Being awarded a faculty line would be both helpful to our students and help distribute the workload amongst full time faculty members.

## 2. Request for Other Resources

As previously indicated, the departmental office would greatly benefit from additional personnel.