



ANNUAL PROGRAM REPORT

College	CLASS
Department	Human Development and Women’s Studies
Program	065
Reporting for Academic Year	2016-2017
Last 5-Year Review	2011-2012
Next 5-Year Review	2018-2019
Department Chair	Keri O’Neal
Date Submitted	October 20, 2017

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 will be 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.

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 outstanding. The individuals in each area (i.e., Bernie Salvador and Glenn Brewster) provide knowledge and skill of the highest quality, 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. Our department will miss Bernie Salvador upon his retirement but look forward to building long term relationships with others in the division.

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

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 1: Demonstrate core knowledge in biological, psychological, and social aspects of human development.

PLO 1 is presently mapped onto 37 Human Development and Women's Studies classes. HDEV 4812: *Senior Research Seminar in Human Development II* is the most advanced course that PLO1 is mapped onto; PLO 1 is mapped onto HDEV 4812 at the Mastery ("M") level. Currently, PLO 1 is mapped onto 8 HDEV courses at the Introductory ("I") level, 27 HDEV and WOST classes at the Developing ("D") level, and two HDEV classes at the Mastery ("M") level.

C. 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 PLO1.

Sampling Procedure: The sample of students' work included documents from four sections of Spring Term 2016 HDEV 4812 classes. A random systematic sample was performed, with a random number start. The sample included 9 research proposals and 16 research projects.

Sample Characteristics: Seventy-three students participated in the four sections of 4812; 25 students' papers were sampled (N = 73; n = 25).

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

In April 2017 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 5.
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 1 strength and areas for improvement.
8. Faculty formulated strategies for PLO 1 improvement and implementation

Data Analysis:

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

Research Projects: Mean Scores and Range for Research Indicators:

Empirical Literature Review Demonstrates Core Knowledge: 3.066 (Range from 1 to 4)

Theoretical Framework Demonstrates Core Knowledge: 2.66 (Range from 1 to 4)

Methodology Demonstrates Core Knowledge: 2.63 (Range from 1 to 3.5)

Results / Discussion Demonstrates Core Knowledge: 2.46 (Range from 1 to 4)

Holistic Paper Score: 2.81 (Range from 1 to 3.5)

Research Proposals: Mean Scores and Range for Research Indicators:

Empirical Literature Review Demonstrates Core Knowledge: 2.71 (Range from 1.5 to 3.5)

Theoretical Framework Demonstrates Core Knowledge: 1.62 (Range from 1 to 3)

Methodology Demonstrates Core Knowledge: 2.26 (Range from 1 to 3)

Holistic Paper Score: 2.05 (Range from 1 to 2.75)

D. Summary of Assessment Results

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

- **Main Findings:**

Strengths:

- Many student papers included appropriate and substantial empirical, theoretical, and methodological information from one Human Development related field.
- The core knowledge related information that students included is often well integrated, thoughtfully discussed, and clearly applied to the research topic.
- Completed research projects demonstrated a higher level of core HDEV knowledge than research proposals, indicating that students are continuing to gain mastery of HDEV information in their Senior Capstone class.

Weaknesses:

- Few papers included information from two or more Human Development-related fields (i.e., biology, psychology, sociology and/or anthropology).
- The research proposals did not demonstrate proficient core knowledge in any ranked category.

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

See “Closing the Loop”

Next Step(s) for Closing the Loop:

- The HDEV faculty discussed altering the capstone research project to more explicitly require students to integrate information from multiple HDEV-related disciplines in their empirical and theoretical literature reviews.
- The HDEV faculty discussed limiting the array of capstone projects to improve connections between methods and theory, improve methodological rigor, and improve the discussion of study findings in relation to the literature review.
- The HDEV faculty discussed building class guidelines backwards: starting by identifying the desired student outcomes in HDEV 499 and specifically identifying how these outcomes should be introduced and practiced in junior-level classes and senior seminars.

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.

PLO 2. Demonstrate critical thinking ability to identify similarities, differences, and connections among human development perspectives.

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 510. Based on preliminary data, this number will continue to rise in the 2017-2018 academic year.

The overall SFR for the department is a healthy 36.5 – one of the highest in CLASS.

The ratio of full time to part time faculty was 61% (full time) to 39% (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 2010 was 44.3% and the four year rate was 73.8%.

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.

As evidenced by the overall SFR, the department continues to be a valuable and financially advantageous member of the college and university. As we move into 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 will now entail a 1 unit course taken when students declare their major. This class will teach 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.

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

1. Request for Tenure-Track Hires

The department will be seeking approval to run a tenure track search during the 2018-2019 academic year with a successful candidate starting in Fall of 2019. Specifically, the department will be seeking a position in Childhood Development. 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 plans to retire at the end of the 2018-2019 academic year. 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 the Childhood Development option. This is our most popular option and the courses within the option require expertise in the areas of child cognitive and language development; classes that were and are routinely taught by Professors Smith and Guo. Further, additional faculty are needed to advise our many majors within this option.

Quite frankly, when Dr. Guo retires, the impact felt will not be subtle as his contributions to the department are unparalleled.

2. Request for Other Resources

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

The other resource need that the department faces each term is for more course sections. Most of our courses have large waitlists and as we strive to meet student demand additional sections are necessary. We have purposefully kept our GE offerings to a minimum so that our allocated SCUs can be used for our major students.