

## ANNUAL PROGRAM REPORT

College	CLASS
Department	Human Development and Women's Studies
Program	Human Development
Reporting for Academic Year	2021-22
Last 5-Year Review	2018-19
Next 5-Year Review	2023-24
Department Chair	Patricia Drew
Author of Review	Patricia Drew
Date Submitted	10/01/2022

### **I. SELF-STUDY**

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

1. Monitoring and assessing our post-semester conversion curriculum. Schedules will be examined for enrollment patterns and changes will be made accordingly.
2. Faculty will continue to advise our bridge students. This includes students majoring and minoring in Human Development and students minoring in Women's Studies. We anticipate this need for additional advising support to carry on for the next couple of years.
3. The department plans to discontinue our Certificate in Early Childhood Development and replace it with a new minor in Early Childhood Development. This will provide students with a clearer path towards meeting the requirements for Child Development Permits as specified by the California Commission on Teaching Credentialing (CTC).
4. The department plans to revisit a proposed plan to offer a B.A. degree completion in Early Childhood Development. This new B.A. degree was moving through the approval process when a university wide hold was placed on all new majors and minors with the upcoming semester conversion.
5. Given that the Human Development major consists of only upper division courses the vast majority of our majors come to us as transfer students. As such, the department will work to strengthen relationships with regional community colleges. The goal is to provide community colleges with material related to the major and help to make the transition from community college to university a smooth process.
6. Over the next 5-year period, the department will seek additional tenure track faculty. As the number of majors continues to rise the need for more faculty grows. While the department has many excellent lecturers, they are unable to help with student advising and curricular development. As such, the heavy reliance on adjunct faculty needs to be reduced.
7. The department would significantly benefit from additional staffing in the office. Previously, two full time employees staffed the department office. We now have one full time administrative coordinator (now with 100 more majors than when there were 2 full time staff). The workload for this individual is substantial and the department will seek ways to ameliorate her duties.

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

Each of the following progress points discusses the corresponding Planning Goal outlined in IA.

1. Monitor and assess new major curriculum: The Human Development department has continued its tradition of assessing course efficacy through:

- Annual assessment of Program Learning Outcomes to reveal whether students are attaining the learning outcomes that the department has targeted.
- Examination of enrollment patterns, and making modifications to course/section offerings when needed.
- Discussing inclusivity, equity, and diversity in the curriculum and the department via focus groups with students and, also, in department meetings.

2. Continue to advise bridge students as they complete semester courses after having started the major on the quarter system: We continue to advise bridge students, and have seen their numbers decrease in recent years as many have graduated.

3. Discontinue our Certificate in Early Childhood Development and replace it with a new minor in Early Childhood Development: In 2021 the Department proposed a new minor in Early Childhood Development. This minor was approved beginning in the 22-23 AY. We have not yet discontinued the ECD certificate.

4. Revisit plan to offer a B.A. degree completion in Early Childhood Education: The department is continuing to have internal discussions regarding a previously-proposed BA in Early Childhood Development. At faculty meetings, we are discussing how ECD may impact staffing/faculty needs and departmental focus. With over 300 HDEV majors who have selected Early Childhood Development as a concentration, we are aware of high-levels of potential student interest in an Early Childhood Development BA.

5. Strengthen relationships with community colleges to ease transition into CSUEB: The department is actively working to develop relationships with California community colleges.

- In the 21-22 AY, we distributed approximately 120 posters to California community colleges. These posters highlighted Human Development's online BA degree completion options, and included a QR code to enable students to access a related webpage on the Human Development site.
- In the 22-23 AY, the Department plans to host informational zoom evenings for prospective students. This event will inform current community college students of our programs.

6. Seek additional tenure track faculty: We have hired one tenure-track faculty since our last 5-year review, bringing the total to 8 full-time faculty, one faculty member who is serving as the Director of Faculty Development, and 1 FERP faculty. At the same time, the number of our majors has increased from 445 in Fall 2015 to 629 in Fall 2022. Our lecturers continue to be high-caliber and reliable; however Human Development needs to hire more tenure track faculty to serve the advising needs of our students, assist with the development of our department, and engage in service at department, college, and university levels.

7. Seek additional staffing in the office: We presently have one ASCII. The department hired a 2nd part time ASCII in the 19-20 AY; however, this staff member was reassigned

elsewhere in the 20-21 AY. We hope to hire a new staff member to provide services for our prospective and current students.

### **C. Program Changes and Needs**

**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 and more advanced in their careers. Many students attend school full time in addition to working overtime at their paid employment. Many are raising families as well as working full time. In short, our students enter Human Development with an ever-wider range of life experiences, goals, and values. 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:** At this time the department consists of 8 full time faculty, 1 FERP faculty, 1 faculty member who is serving as the Director of Faculty Development, and approximately 10 lecturers (who teach in both Human Development and Women's Studies). Adding additional TT faculty to our staff is critical for HDEV's growing program.

**Staff:** The department is staffed by an ASCII. In addition to regular duties, our ASCII serves as the program coordinator for our online degree completion program. Adding an additional ASCII is important to the success of our large department.

**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.

## II. SUMMARY OF ASSESSMENT

### 2021-22 HDEV Assessment Year End Report

<b>Program Name(s)</b>	<b>Assessment Coordinators</b>	<b>Department Chair</b>
Human Development	Mariana Guzzardo & John Bunce	Patricia Drew

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

**Human Development PLOs:** Students graduating with a B.A. in Human Development from California State University, East Bay will be able to:

PLO1: Demonstrate core knowledge in diverse biological, psychological, and socio-cultural aspects of human development across the lifespan. (ILO6)

PLO2: Model critical thinking by summarizing, comparing, synthesizing, and evaluating human development perspectives using an interdisciplinary approach. (ILO1)

PLO3: Assess information and ethical implications; responsibly design and conduct individual and/or group research projects, and present them clearly, logically, and persuasively. (ILO2)

PLO4: Identify and evaluate individual/population needs, and promote social justice, by applying human development knowledge in community contexts. (ILO3)

PLO5: Critically evaluate one's own lifespan development and biases as a means to understand people empathetically, including historically marginalized people. (ILO3)

The Human Development department has traditionally examined one PLO each year and has assessed it for curricular outcomes. This year we reviewed PLO3: Assess information and ethical implications; responsibly design and conduct individual and/or group research projects, and present them clearly, logically, and persuasively.

#### B. **Program Student Learning Outcome(s) Assessed**

PLO3: Assess information and ethical implications; responsibly design and conduct individual and/or group research projects, and present them clearly, logically, and persuasively. (ILO2)

PLO 3 is mapped onto the vast majority of Human Development and Women's Studies classes. HDEV 499 *Senior Research Seminar* is the most advanced course that PLO 3 is mapped onto; PLO 3 is mapped onto HDEV 499 at the Mastery ("M") level.

PLO3 is mapped onto 8 HDEV courses at the Introductory (“I”) level, 25 HDEV and WOST classes at the Developing (“D”) level, and one HDEV class at the Mastery & Assess (“M” and “A”) levels.

### **C. Summary of Assessment Process**

#### **Instrument(s):**

In a meeting the faculty collaboratively created a rubric to assess PLO3. We used this rubric to evaluate papers from HDEV 499 (Senior Research Seminar), as a means of assessing PLO3. The faculty modified a previously-used HDEV PLO 3 rubric. That rubric had been utilized in 2012-13, and was based upon the AAC&U Critical Thinking Value Rubric. The 2021-2022 HDEV PLO 3’s rubric was developed to be aligned with the CSUEB HDEV department’s program learning outcome goals.

As we worked on this PLO3 rubric we discussed criteria for evaluating this PLO, including a consideration how students should demonstrate the following: (1) assessment of information within their papers, (2) assessment of ethical considerations within their papers, (3) responsible designs and procedures described in their papers, and (4) clear, logical and persuasive statements or arguments about their thesis.

In the meeting we independently scored a paper, discussed the scores, and modified the rubric as needed.

The final rubric uses 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

The rubric contains criteria and subcriteria:

- 1. Assessment of senior research project topic
  - a. Research question and approach
  - a. Literature review
- 2. Design and conduct research
  - a. methodology and analytical framework
  - a. Ethical considerations
- 2. Research result discussion
  - a. Patterns in findings
  - a. Reaching conclusions
  - b. Limitations and implications

#### **Sampling Procedure:**

The assessment coordinators used systematic sampling to select papers from all sections of HDEV 499 in Fall 2021.

#### **Sample Characteristics:**

Fifteen papers (n=15)

Papers were randomly distributed to 9 faculty members; each paper was reviewed by two faculty members.

### **Data Collection:**

Papers were obtained and distributed in March and April 2021.

Each paper was scored by two faculty members independently.

The faculty provided comments and overall feedback on impressions after scoring.

### **Data Analysis:**

Faculty provided numeric scores based on the rubric. In addition, in many cases faculty provided comments about their evaluation of the papers and how they decided on a particular score.

Means and standard deviations were calculated.

### **Summary of Assessment Results**

#### ***Quantitative findings***

Scores ranged from 1 (unacceptable), 2 (developing), 3 (proficient) and 4 (outstanding).

The average score for *all* PLO 3 criteria fell between the ratings of 2.02 ( $SD=0.96$ ).

1. Assessment of senior research project topic
  - a. Research question and approach:  $M = 2.17, SD = 0.87$
  - a. Literature review:  $M = 2.51, SD = 0.86$
2. Design and conduct research:
  - a. methodology and analytical framework:  $M = 1.96, SD = 0.84$
  - a. Ethical considerations:  $M=1.66, SD =1.08$
2. Research result discussion
  - a. Patterns in findings:  $M = 2.24, SD = 1.02$
  - a. Reaching conclusions:  $M =1.82, SD =1.03$
  - b. Limitations and implications:  $M =1.76, SD = 0.90$

Based on the means, the papers ranged midway between unacceptable and developing, to midway between developing and proficient. The high standard deviations could indicate faculty scores on the same criterion varied greatly across papers. However, given the small sample any variation in scoring exhibits outsized influence and a check of raw scores reflected most scoring discrepancies were a single level.

#### ***Qualitative Comments***

##### ***Strengths mentions by faculty across papers***

- Students provided relevant literature that included background for their research question.
- Some papers presented a clear, logical argument in the literature review.
- Some papers synthesize articles, drawing conclusions from several articles.
- Students use literature from peer-reviewed journals.
- Some students discuss patterns in the data that lead to findings.
- Students use articles from a variety of disciplines in their literature review.
- Some papers used good formatting following APA style.
- Some papers had clearly stated conclusions based on findings.
- Some papers show clarity in writing overall.

##### ***Weaknesses mentioned by faculty across papers***

- Several papers lack a clear discussion of the research question, study aims/purpose.
- Some lack integration/synthesis of articles in literature review.

- While some projects include an ethical design, students did not include a section on ethical considerations (i.e., lack of awareness of ethical considerations).
  - One paper includes a design that is ethically problematic.
- Discrepancy between aims, design and findings.
- One did not maintain confidentiality; lists participants' names.
- Some papers need improvement on discussion of patterns in their data and major findings.
- Some lack discussion on limitations.
- Some lack clear conclusions.
- Some lack discussion about study/project limitations.
- Two papers were merely literature reviews and did not include a study/project.
- Some papers show confusion surrounding the various research components of a study.
- Some papers show issues with writing coherence.

### **Other reflections (overall)**

- There is a discrepancy between the content of the students' papers and what we are assessing for with PLO3.
- We might want to consider making the criteria categories weighted. (Some are superficial/mechanical/technical, while others are substantial, and harder to train.)
- We may want to add logical reasoning, coherence, and cohesion to PLO3 rubric criteria. While this is part of PLO2, it is also an essential part of the ability to design/conduct/report a research project.
- The rubric should mention whether the levels of achievement are implicit or explicitly stated (e.g., whether a project includes an ethical design or whether the student clearly discusses ethical considerations for their study).

### **Main Findings:**

We have noted strengths in our students' papers but also conclude that there are areas that require improvement. Improvement goals can be addressed by clearly defining the guidelines for the design of the HDEV senior projects, as well as what should be included in students' senior papers. The sections above on weaknesses and "other reflections" underscore the main areas faculty need to focus on when considering future guidelines for HDEV 499 senior projects and papers.

### **Recommendations for Program Improvement ("closing the loop"):**

Faculty will evaluate HDEV 499 guidelines on an annual basis as we continue to assess PLOs each year. Faculty plan to invite regular HDEV 499 lecturers to participate in the process. For the coming academic year, faculty are considering the following modifications:

- Adjust guidelines for HDEV 499 courses by:
  - Clarifying our expectations that students include ethical considerations.
  - Asking HDVE 499 instructors to avoid student research projects that engage in sensitive topics or include vulnerable populations, particularly in survey or interview designs. Unobtrusive research methods are an exception to this rule.
  - More clearly articulating expectations for students' HDEV 499 research projects.
  - Identifying sections that should be included in the senior thesis (the report of students' research projects).
- Share these improved guidelines with all HDEV 499 instructors.

## Assessment Plans for Next Year

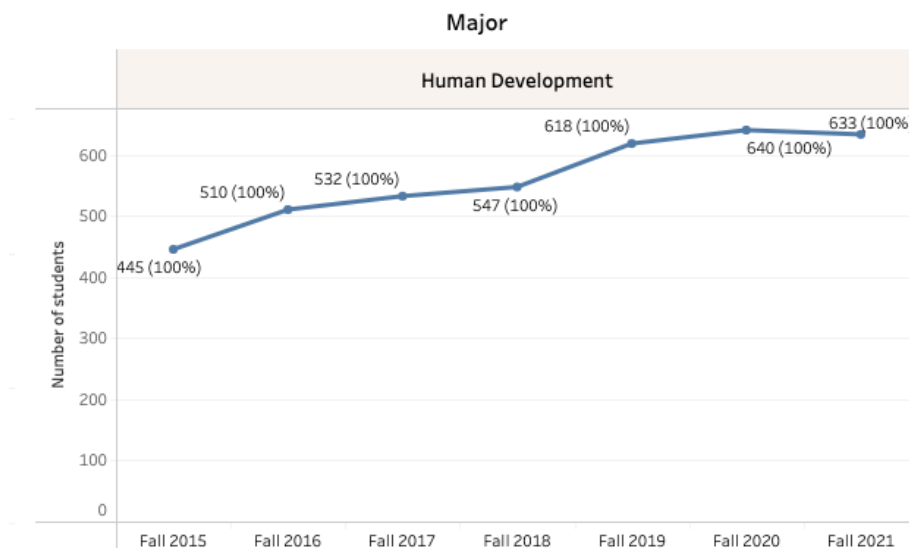
In the next year we plan to assess PLO4.

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

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

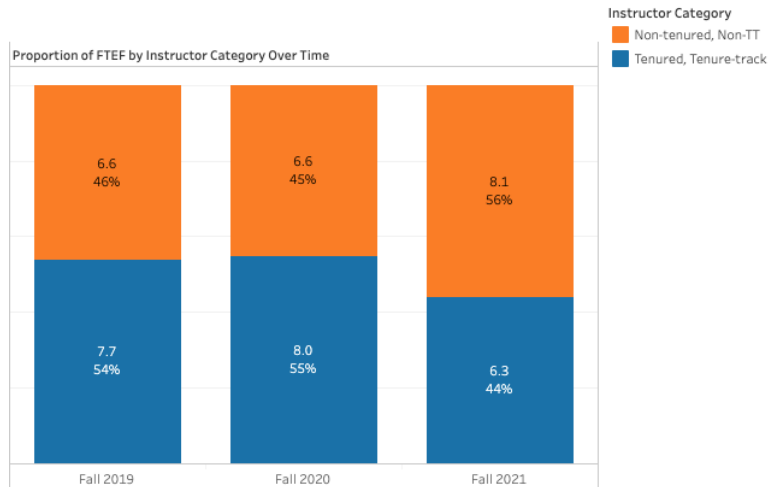
The number of majors within the department remains very robust. In Fall 2015 there were 445 Human Development majors listed in Pioneer Insights; in Fall 2021 there were 633 majors. Recent data from Pioneer Warehouse indicates that there are 629 HDEV majors enrolled in Fall 2022.

In Fall 2021, the department had 85 Human Development minors and 16 Women's Studies minors. The number of Early Childhood Development minors is not listed in Pioneer Insights, as the minor commenced in Fall 2022.

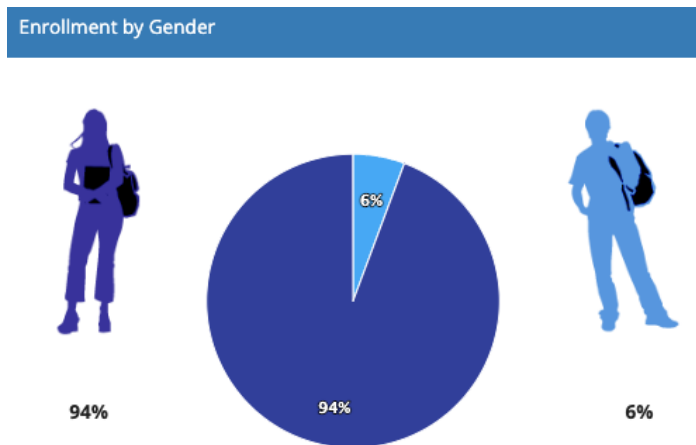


- The FTES of the department rose from 402 in 2014 to 491.9 in 2020.
- The overall SFR for the department was 34.2 in 2021, down from 37.1 in 2019. This is likely due to lower enrollments during the height of the covid pandemic.
- The ratio of FTE Proportion for full time to part time faculty in 2021 was approximately 44% (full time) to 56% (part time). This reflects the relocation of one faculty member to the Office of Faculty Development in Fall 2021.





As of Fall Term 2021, 94% of Human Development students identify as women. This percentage has remained quite stable over time.



77% of Human Development majors enter into CSU East Bay as junior transfer students. They are, on average, older than students in other majors and are more likely to be working full time and/or caring for children. The mean age of CSUEB students is 25.8.

*Average Age of Human Development Majors, Fall 2021*

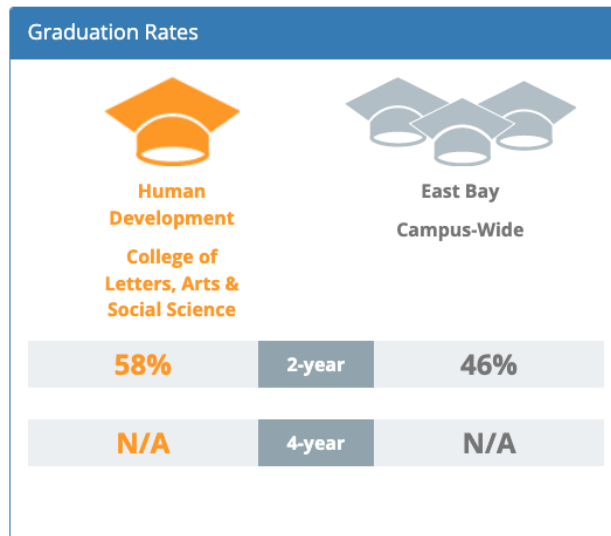
Fall 2021	Count	Avg Age	Min Age	Max Age
Overall	633	31.6	19	71.4
Adolescent Development	58	30.5	19.8	60.4
Adult Development & Gerontology	76	38.6	19.7	65.9
Childhood Development	121	27.3	19	59.9
Early Childhood Development	316	30.5	19	68.7
Women's Development	52	38.7	19.6	71.4
No concentration	10			

Human Development students have graduation rates matching or exceeding campus norms. The mean time to degree for first-time freshmen across CSUEB was 5.0 years, and the mean time

to degree for all transfer students was 2.9 years. Human Development's data is similar to that for the larger institution; due to HDEV majors' more complicated lives, they are likely to attend school part time (25% of Fall 2021 HDEV majors enrolled part-time versus 19% of majors across campus).

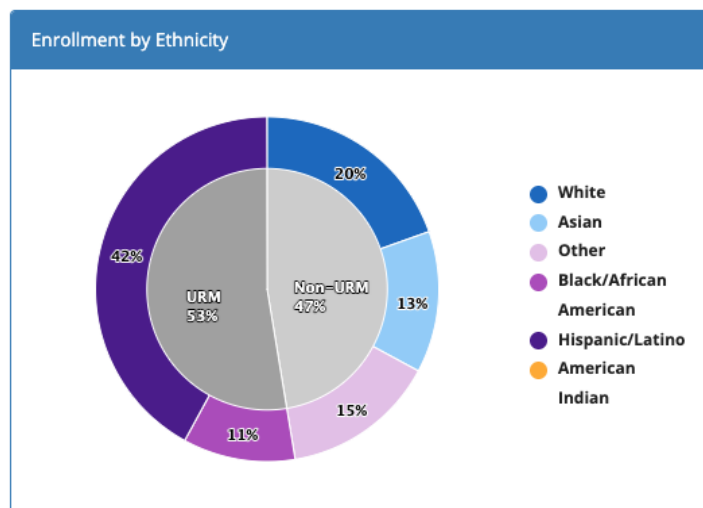
Time to Degree Years (and Headcount)			
		First Time Freshman	Transfer
<b>Grand Total</b>	lit	4.8 (41)	3.2 (239)
<b>CLASS</b> Human Development		4.8 (41)	3.2 (239)

*Graduation Rates for Transfer Students who Matriculated in Fall 2019*



Demographic data from Pioneer Insights' *Faculty Diversity Dashboard* and *Program Enrollment* and the *CSU Student Success Dashboard* demonstrates low racial/ethnic diversity among our faculty. At the same time, students in the Human Development major represent myriad racial and ethnic backgrounds.

*Enrollment by Ethnicity, Fall 2021*



*Race/Ethnicity Data for HDEV Majors, Faculty, and Lecturer, Fall 2020*

	HDEV Majors <i>n</i>	T/TT Faculty <i>n</i>	Lecturers <i>n</i>
Asian	79	2	
Black	67		1
Hawaiian/PI	5		
International	26		
Latinx	267		
Multirace	25		
Native American	2		
Unknown	38	1	2
White	124	7	4

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

The HDEV department notes, with concern, that our faculty is significantly less diverse than our student population. Identifying and responding to the needs of our diverse undergraduate majors is a central focus in our department. In the 20-21 AY, HDEV faculty conducted an anonymous survey of majors regarding their experiences and perceptions of race, inclusion, and exclusion in the department; overall, results indicate that students believe the department is doing a good job addressing issues of race and ethnicity. Concurrently, the data also suggests room for improvement in creating open and purposeful discussions of race and ethnicity within our courses. As a result of this survey, the faculty discussed heightening our efforts to elucidate how issues of race and ethnicity pertain to our course material. We also discussed the potential for program enhancement related to faculty diversity in order to be more representative of our student population.

The Human Development department is actively working on ways to be supportive of and advocate for our diverse campus community. The department has two faculty members on the FDEC, one on the Alliance for the Black Community at CSUEB, and the CLASS Chairs Antiracism Organizing Committee; one faculty member is currently serving as DELO. We have also created subcommittees within the department to work on ways that HDEV will be responding to anti-racism initiatives on campus. Moreover, when HDEV transformed its curriculum upon semester conversion classes were structured to be more reflective of the diverse experiences across human development.

## **B. Request for Resources**

### **1. Request for Tenure-Track Hires**

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 full time faculty; 2022= 629 majors, 8 full time faculty members, one FERP faculty and one reassigned faculty member). Being awarded a faculty line would be both helpful to our students and help distribute the workload amongst full time faculty members.

The Human Development department would like to add an Assistant Professor position in Applied/Action Research and Community Engagement/Service Learning emphasis. This is the most prescient need of the department as our current faculty does not include a specialist in this topical area. The new faculty member would be teaching classes required for all of our majors and assist the department in major advising, aid in curriculum development, and student outreach. This prospective faculty member would help to create and strengthen ties students have with “real world” experiences and exposure to employment opportunities upon graduation.

Inherent in action/applied research and community engagement is the need to look at diversity within community settings – understanding systems, processes, and distribution of resources on a contextual level. This particular position is likely to yield a diverse pool which is of particular importance to the department.

Our recruitment strategies for this position will include outreach to professional associations and graduate programs that are focused on underrepresented groups in relevant academic disciplines, including the *Association of Black Sociologists*, the *American Sociological Association Section on Latina/o Sociology*, the *National Association of Black Social Workers*, the *National Association of Puerto Rican and Hispanic Social Workers*, and the *Association of Black Anthropologists* and the *Disability Studies Humanities* listserv . We also plan to reach out to local PhD programs such as UC Santa Cruz’s *Doctoral Program in Latin American and Latino Studies*, UC Berkeley’s *PhD Program in African American Studies*, and post-doctoral placements at UCSF, Stanford, and other area institutions with the hopes that diverse, local candidates will have connections to close-by, community organizations.

## 2. Request for Other Resources

Additional supplies and equipment as needed by faculty and staff. Our S&S budget has decreased significantly in recent years. It would be beneficial to have the S&S budget restored to pre-pandemic levels.