

CALIFORNIA STATE UNIVERSITY, EAST BAY
COMMITTEE ON ACADEMIC PLANNING AND REVIEW

19-20 CAPR 14
DATE SUBMITTED: Feb. 10, 2020

TO: The Academic Senate
FROM: The Committee on Academic Planning and Review (CAPR)
SUBJECT: 19-20 CAPR 14: CAPR Analysis of Human Development and Women's Studies Five-Year Program Review
PURPOSE: For Action by the Academic Senate
ACTION REQUESTED: Acceptance of the Five-Year Program Review of the Human Development and Women's Studies Program; it is recommended that the program continue without modification.

BACKGROUND:

At its meeting on February 6, 2020, CAPR members approved the [Human Development and Women's Studies \(HDEV\)](#) 5-year program review. This approval was based on conversations with the lead writers of the report and Dr. Keri O'Neal during CAPR meetings (Fall, 2019; Spring 2020) and via conversations with the CAPR liaisons. The summary document provided was reviewed and approved by Dr. Keri O'Neal and her peers. The summary of the five-year review is attached to this memo. It is recommended that the program continues without modification.

Following approval of this memo by the Senate, the Provost will review the summary and meet with members of the Human Development and Women's Studies program and the CAPR chair at a time mutually agreeable during the Spring 2020 term to devise a five-year plan moving forward. The Provost will then create a Memorandum of Understanding (MOU) with the Human Development and Women's Studies program and return that MOU to the Senate as an information item as soon as possible (completion of an MOU may require extension into the following Fall semester given scheduling timelines).

1.0 BACKGROUND

At its meeting on December 5th, 2019, CAPR invited Prof. Keri O’Neal, Chair of the Human Development and Women’s Studies Department to discuss the program’s 2018-19 Five-Year review. Following this meeting, the liaisons to the department/program, Prof. Michele Korb (Department of Teacher Education) & Prof. Kristen Gustavson (Social Work Department), worked with Prof. Keri O’Neal, the writer of the 5-year review to complete the following summary.

2.0 CHECKLIST OF DOCUMENTS SUBMITTED WITH THE FIVE YEAR REVIEW

Self-Study (pp. 8-42)

- Five-year plan (pp. 42-47)
- External reviewer’s report (pp. 112-122)
- Program response to the external reviewer’s report– the Human Development Department has chosen not to write a response to the external reviewer’s report. Department faculty reviewed the report and felt that it accurately reflected the department’s current situation. The reviewer’s comments as stated will be used to inform any changes in our program.

3.0 CAPR ANALYSIS/EXECUTIVE SUMMARY

BRIEFLY DESCRIBE THE PROGRAM(S), NUMBER OF STUDENTS SERVED, FACULTY AND REFER TO FIVE-YEAR REPORTS FOR ADDITIONAL INFORMATION. CAN BE COPIED AND INSERTED FROM THE 5-YEAR REVIEW:

The Department of Human Development and Women’s Studies offers an undergraduate B.A. degree in Human Development, a minor in Human Development, and a minor in Women’s Studies. Each Human Development major selects an option (now referred to as concentrations) in one of the following areas: Early Childhood Development, Childhood Development, Adolescent Development, Adulthood and Gerontology, and Women’s Development. 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. The External Reviewer noted that the Human Development (HDEV) program at CSU East Bay is ranked 6th among the top ten Human Development programs in California, having strengths in several areas including the program’s faculty, students, curriculum and pedagogy.

As evidenced by the overall SFR (currently 37.9), the department continues to be a valuable and financially advantageous member of the college and university. Specifics as follows: The number of majors within the department remains robust and is trending upward. For example, in 2012 there were 462 majors and the major count for Fall 2017 was 538. 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 a healthy 37.9, up from 34.4 in 2015. The ratio of full time to part time faculty is approximately 50% (full time) to 50%.

3.1 DISCUSS THE STRENGTHS AND ASSETS OF THE PROGRAM WITH RESPECT TO FACULTY, STUDENT SUCCESS, CURRICULUM, PROGRAM ENHANCEMENT, ASSESSMENT PLANS AS WELL AS NOTABLE ACCOMPLISHMENTS.

The Department of Human Development and Women's Studies successful conversion to the semester system has been the most significant initiative undertaken since the previous 5 Year Plan. Presented with converting to semesters, the department took the opportunity to transform the entire major curriculum. Each existing course on the quarter system was either changed to be more reflective of the evolving field of human development or removed from the curriculum. During the conversion process the Human Development faculty have spent a significantly considerable amount of time advising students.

The department sought to grow its tenure track faculty and did so with 2 new hires. Dr. Sara Smith, a specialist in applied linguistics and second language acquisition, joined the department in Fall of 2014. And Dr. Mariana Guzzardo, a specialist in adult development and gerontology, joined the department in the Fall of 2017. The balance of faculty members have been actively engaged in research and professional activities that have strengthened the department. Over the past five years TT faculty members collectively published over 55 times, presented at a substantial number of conferences, and received various grants and awards.

3.2 DESCRIBE THE KEY ISSUES AND/OR CONCERNS THAT WERE CENTRAL TO THE FIVE-YEAR YEAR REVIEW PROCESS AND HOW THE DEPARTMENT/PROGRAM PLANS TO ADDRESS THEM;

The external reviewer notes several challenges and concerns. Since the last program review in AY 11-12, the number of tenured/tenure track faculty has decreased; meanwhile, in that same timeframe, the number of students in the HDEV program has increased by over 100 students, from 416 to 532 majors. There has also been a reduction in administrative support (two down to one). This has been an overwhelming and unsustainable load of advising and support for the faculty and administrative support in HDEV. Since semester conversion, the one core course, HDEV 499, will be used as the source of assessment data for the newly revised PLOs. There is a lot of curricular weight resting on what were previously three courses in the previous assessment cycle, compared to what is now one single course, from which students are expected to develop and demonstrate mastery of all of the PLOs, and from which mastery level student learning will be assessed.

3.3 NOTE THE PROGRAM'S VISION FOR THE NEXT FIVE YEARS AND WHAT THE PROGRAM HOPES TO ACCOMPLISH.

The current faculty, of which there are fewer in number, is expected to do more to meet the growing demands of the HDEV program. In effect, the program growth is exceeding faculty capacity. Therefore, at least two additional faculty lines are needed to not only fill in some of the gaps left by the faculty who left, retired or are retiring, but also to better meet the demands of

program and student enrollment growth, and need for increased program leadership in the department

The Self-Study Report mentioned several program development plans currently being evaluated by the Department. First, there is an option to discontinue the Certificate in Early Childhood Development and replace it with a minor in Early Childhood Development, and potentially add a degree completion program in Early Childhood Education (ECE) program. A second program that was suggested as a program development opportunity is situating the Liberal Studies (LS) program in the HDEV department. The curricula of LS and HDEV complement each other well for a teacher education preparation program. Across the CSUs, Liberal Studies and Human/Child Development Programs often co-reside in a LS or HDEV/CD department, or Human/Child Development. And finally, one faculty suggested revisiting efforts to add a Women's Studies major program to the HDEV department. Adding this program may require an additional faculty line to support augmentations to the existing WOST curriculum in the HDEV program.

3.4 PROVIDE CONCRETE STEPS ON HOW THE PROGRAM PLANS TO ACHIEVE ITS VISION IN THE NEXT FIVE YEARS

The HDEV department articulates the following steps for achieving its vision in the next 5 years.

1. Monitor and assess new major curriculum.
2. Continue to advise bridge students as they complete semester courses after having started the major on the quarter system.
3. Discontinue our Certificate in Early Childhood Development and replace it with a new minor in Early Childhood Development.
4. Explore and evaluate program development ideas (i.e. ECE minor, situating LS in HDEV, adding Women's Studies major). (Since the 5 year report was submitted, the decision was made to house the Liberal Studies program within the Department of Ethnic Studies. We are in support of this move and wish them success.)
5. Revisit plan to offer a B.A. degree completion in Early Childhood Education.
6. Strengthen relationships with community colleges to ease transition into CSUEB.
7. Seek additional tenure track faculty.
8. Seek additional staffing in the office. (Since the 5 year report was submitted, the Human Development department has received additional office support. Starting in December of 2019, an additional ASCI is staffing the department office on Tuesdays, Wednesdays, and Thursdays.

4.0 CAPR RECOMMENDATION(S) FOR CONTINUATION OF THE PROGRAM:

CAPR recommends continuation of the program without modification. The Department of Human Development meets every one of the rationales given for this category (p.4 of the CAPR Academic Program Review, 16-17). Any modifications to the program will occur as regular

formative assessments of the program emerge as indicated in the steps to achieve the 5-year goals as mentioned in this summary.

The next 5-year review for Human Development is due in the Spring of the 2023-24 academic year.