

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	

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:

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

II. SUMMARY OF ASSESSMENT

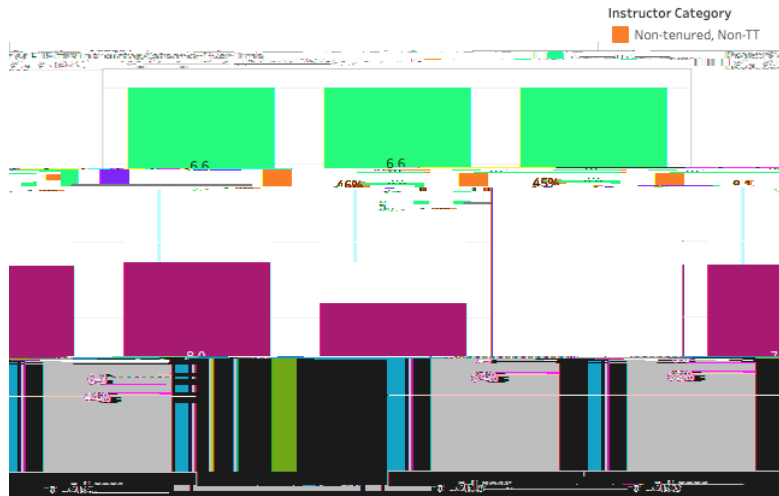
2021-22 HDEV Assessment Year End Report

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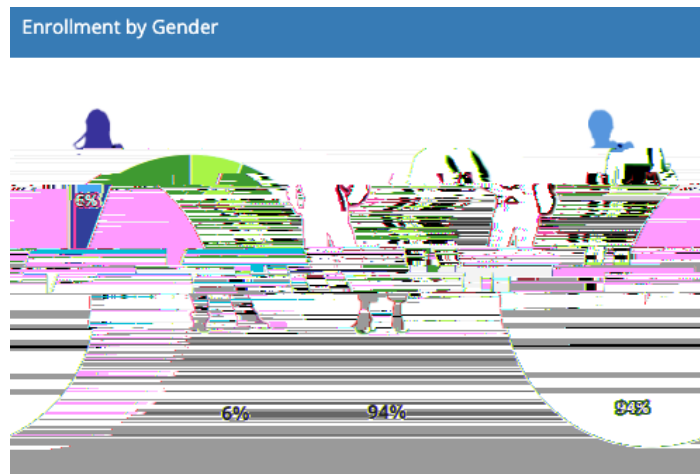
PLO3 is mapped onto 8 HDEV courses at the Introductory (“I”) level, 25 HDEV and WOST classes at the Developing (“D”) level, and one HDEV class at the Mastery & Assess (“M” and “A”) levels.

Data Collection:

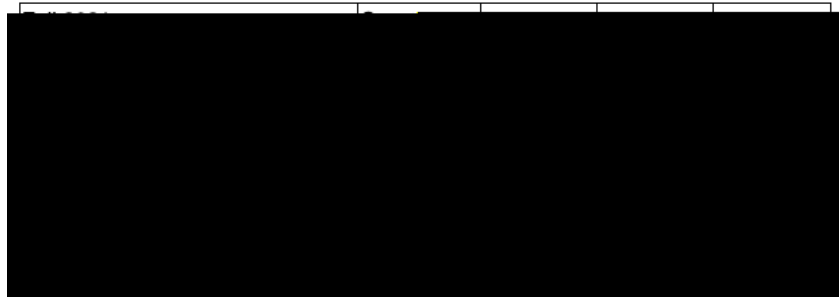
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As of Fall Term 2021, 94% of Human Development students identify as women. This percentage has remained quite stable over time.



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.



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).

Demographic data from Pioneer Insights' _____ and _____ and the _____ demonstrates low racial/ethnic diversity among our faculty. At the same time, students in the Human Development major represent myriad racial and _____

	HDEV Majors	T/TT Faculty	Lecturers
Asian	79	2	
Black	67		1
Hawaiian/PI	5		
International	26		
Latinx	267		
Multirace	25		
Native American	2		
Unknown	38	1	

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

the the the the and the listserv We also plan to reach out to local PhD programs such as UC Santa Cruz’s UC Berkeley’s 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.