

## **Program Performance Review: Culmination Meeting Memo**

### **Department of Child and Adolescent Studies**

The 2013-2014 Program Performance Review (PPR) process for Department of Child and Adolescent Studies (CAS) concluded with a culmination meeting on April 17, 2015.

During the meeting, the program was commended for the significant progress made since the last PPR, which includes:

1. CAS is recognized as an impressive program providing students with high quality education, both within the college and at the university level.
2. CAS has made a noteworthy improvement in FTF 6-year graduation rates.
3. Department is responsive to community needs, an example of which is the addition of the option in Early Childhood Development that fulfills requirement for teachers in state-funded early care and education settings.
4. Department highly values and facilitates students' learning and development, both inside and outside classroom. Faculty are deeply committed to and highly invested in enhancing student learning through high-quality internship experiences and undergraduate research.
5. Faculty's commitment to assessment is outstanding and commendable; Assessment practices are scientific, comprehensive and serve as a model.
6. Junior faculty are provided with resources and release time to establish themselves professionally.
7. CAS has a very committed group of faculty, who work synergistically to advance the mission of the department.

The major recommendations and concerns raised through the PPR process were discussed. Suggestions on how to address them were provided:

1. Identify resources to extend opportunities for professional growth and renewal to tenured faculty:
  - Junior faculty in CAS teach 3 courses per semester until they submit their tenure application, which helps them establish themselves professionally. Once tenured, faculty teach 4 courses per semester, in addition to service requirements. This high workload is a barrier to recruit and retain high quality faculty. It is desired that tenured faculty receive resources as well to maintain research and professional activities.
  - Part-time faculty are included in professional development opportunities. The department has provided stipend to part-time faculty to attend faculty retreat, which was appreciated. While the course coordinator system and the Titanium community help support part-time faculty in terms of course-specific issues, more resources are needed to provide more training and support to them.
  - The department is recommended to examine its budget allocation, and prioritize the need to provide continue professional development with other resource/release time needs.
2. Care should be taken to ensure assessment practices do not become burdensome:

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- CAS has an excellent assessment system, with pilot efforts in the fall, actual implementation in the spring, data review in year 2, and “closing the loop” in year 3. Each year, the department initiates this process with 2 outcomes. However, with multiple outcomes at different phases of this cycle, it is a complicated system and could appear to others (e.g. external reviewers) as burdensome.
  - The department assessment committee, under the strong leadership of the assessment coordinator, is very effective at making assessment a faculty-driven and “fun” process. Faculty view assessment as an intrinsically-valuable research process, and are devoted to doing so. It is impressive that the department devotes one faculty meeting per month to assessment.
  - Resources are needed to sustain the current assessment practices, including providing release time to the assessment coordinator, as well as the faculty who work in the summer to meet the university assessment reporting requirement.
3. Incorporate more HIPs into the curriculum and develop assessment methods to measure benefits/impact of student experiences with HIPs:
- The department is planning on examining the practicum experiences (60 hours per practicum, 2 practicum per student) more closely to document the impact on students (e.g. graduation rate, GPA, etc.). The department is also revising the survey to practicum sites to better understand student experiences.
  - Faculty emphasized the importance of involving faculty in the conceptualization, communication and implementation of HIPs. This includes supporting faculty in leading high quality research on HIPs, communicating more clearly the direction and progress of HIPs on campus, and providing faculty with opportunities to brainstorm with each other on the effectiveness and scalability of HIPs.
  - The university has developed a clear definition of HIPs, which provides the key characteristics of HIPs. The department is encouraged to draw upon the university definition, and explore ways to refine their HIP practices. The details regarding university-wide implementation of HIPs will be shared with the campus community soon.
  - The university will provide HIP-related support to each college, which includes a HIP faculty coordinator. The college HIP coordinator will receive training from the FDC, and will work with department chairs on various aspects of HIPs including communication, evaluation, workload, manageability, etc..
4. Continue to provide robust advisement to students:
- The department has approximately 1,400 majors, which requires a tremendous amount of advising. There are currently 9 units of release time for advisors, which should be increased. This need is recognized by both the department and the college.

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- The college suggests that 6 additional units should be added to support the advisors. The college will examine resources within the college, and explore ways to provide such support.
5. To sustain resources available for practicum coordination, reduce large number of practicum sites by identifying high quality practicum sites that can accommodate a greater number of students:
- The department is currently in the process of identifying a few practicum sites that share common focus, and/or can accommodate more students. But it is also important for the department to maintain the diversity of the sites.
  - Since each student takes 2 practicum (120 hours in total), site coordination requires a lot of work. One time course release is needed to set up the sites initially, and more support is necessary to maintain regular review of the sites.
  - It is suggested that the department could consider offering one practicum of 120 hours, as opposed to two 60-hr ones. However, the department thinks it would disrupt the current practicum design, with the first being introductory and the second being specialized.
  - The department would like more help from CICE to identify and review sites. The idea of designated college-specific CICE staff is suggested.
6. Consider designing formal system to track graduates' employment and related practicum experiences:
- The department recognizes the importance of tracking graduates, but it is not currently on the priority list due to limited resources.
  - The college recommends the department to explore the use of part-time faculty to work on these tasks. The university recommends the department to collaborate with the career center to track graduates.
7. Need resources and/or assigned time to support department efforts such as assessment, advising, student internship, faculty recruitment, faculty professional development, and community engagement:
- The college recognizes the resource needs, which are common across departments. The university acknowledges the needs as well, and recommends the department to think carefully and prioritize the assignment of full-time faculty. The department is recommended to work with the college to see what can be done at the department and college level.
  - The university will synthesize common themes and resource needs based on the PPRs, and discuss shared needs with the Provost, and at the Council of Deans.