

July 14, 2014

TO: Provost Jose Cruz  
Vice President Academic Affairs

Dr. Su Swarat  
Director of Assessment and Educational Effectiveness

FROM: C. Jessie Jones, Dean  
College of Health and Human Development

SUBJ: Program Performance Review, Department of Child and Adolescent Studies

This report is in response to the Program Performance Review (PPR) Self Study document prepared by the Department of Child and Adolescent Studies (CAS) and to the report submitted by the external and internal reviewers for this PPR. The external reviewers were Dr. David Wakefield, CSU Northridge, Chair, Department of Child and Adolescent Development and Dr. Amy Strage, Department of Child and Adolescent Development, San Jose State University. The internal reviewer was Dr. Carl Renold, Associate Professor in Department of Human Services. The reviewers' report (submitted April 21' 2014) was based on the self-study document prepared by the CAS faculty and on their meetings with faculty, staff, and students during Spring 2014. Also attached is the Department of Child and Adolescent Studies response to the Dean's response.

**General Observations:**

The self-study report provided by the Department of Child and Adolescent Studies is comprehensive and includes all elements requested in the current PPR Guidelines. Based on information provided in the PPR and the "Reviewer Report," it is clear that CAS is a cohesive, productive, and well-functioning unit, with impressive department leadership, faculty, staff, and students. The review team was especially impressed that the department serves as a "role-model" for the campus for assessing the quality of student learning. However, it also is important to note that the department has a few specific needs that must be addressed. In particular, there are needs for creating a resource plan to better address fieldwork coordination and to address key department priorities that have implications for its faculty, for tracking benefits from various high impact practices (i.e., the practica, international experiences, and early research experiences), and for designing a formal system for tracking the employment and career paths of students graduating from the program.

The following is my summary of the department's major strengths, areas of concern, and recommendations for future action:

**Major Strengths:**

- Based on an on-going history of strong department leadership, engaged faculty, rigorous curriculum, and a tradition of excellence, CAS has experienced a consistent and steady growth of applications for the program.
- Enrollments between 2006-2013 remained relatively stable (FTES ranging from 490-569.3). Most impressive is the increase in six-year graduation rates for first-time, full-time freshman, and in four-year graduation rates for upper-division transfer majoring in Child and Adolescent Development (CHAD). These rates exceed the University's aggregate graduation rates.
- The CAS curriculum and sequence of coursework is up-to-date and reflective of both disciplinary and career trends in the field. The Department is especially to be commended for adding the Option in Early childhood Development as the four curriculum pathways based on career interests. As noted by the reviewers, this new option fulfills requirements for teachers in state-funded early care and education settings. In addition, the Department has dedicated time and energy to increase the number of courses and sections available online or in hybrid formats, and to deliver all core CAS courses online (including at the Irvine campus).
- Typical of the CSU system, CAS also has an average of 58% of its FTEF composed of tenure/tenure-track faculty (T/TT), with an additional 16% aligned with full-time, non-tenure-track faculty. On the positive, T/TT faculty are evenly distributed across ranks, and CAS was approved for two additional tenure-track searches for AY 13/14 and 14/15.
- CAS faculty continue to be actively engaged in publishing peer-reviewed publication, presenting at professional conferences, securing grants, and providing numerous services within their professional organizations, and within their community. Most impressive is the increase of CAS faculty members who collaborate with students on research projects. The recently renovated space for a new lab for CAS should continue to facilitate student/faculty research endeavors.
- During the hour-long session with the reviewers, students repeatedly raved about the commitment and passion faculty brought to their teaching. They also indicated that faculty were extremely supportive and caring, very much appreciated the wide range of areas of faculty expertise and the professional learning experiences both inside and outside the classroom.

- The review team was especially impressed with the five-year, cyclical plan to systematically assess the quality of student learning outcomes. The Department and Assessment team is to be commended for the energy and time they have spent on this ongoing process that serves as a model for the campus.
- CAS has developed a strong advisement system, and highly values and facilitates student learning through various professional experiences both inside and outside of the classroom (research experiences, community service learning courses, freshman learning communities at the residence hall, active student organization, and international fieldwork experiences).

### **Areas of Concern**

- With the growth of students served by the department, there may be a need to create a resource plan to better address fieldwork coordination to increase the department's ability to effectively manage and maintain a quality practicum experience.
- CAS has set-forth four key priorities that have implications for its faculty. Strategies to fairly distribute the workload and additional resources for assigned time may be needed to achieve these priorities and not overtax the faculty.
- CAS has a history of providing a number of high impact practices (the practica, international experiences, and early research experiences) for students. Unfortunately there is no indication of a formal method of tracking the benefits/impact of the experiences.
- CAS does not have a formal system for tracking the employment and career paths of students graduating from the program. Such information about graduates is critical in program assessment could help to market the program.

### **Recommendations**

1. **Fieldwork Coordination.** The department should consider identifying current, high quality practicum sites which have the interest and capacity to accommodate a larger number of students per term to reduce the number of sites CAS students are placed. Another option is to develop and submit a plan/proposal to the dean for additional resources.
2. **CAS Key Priorities and Faculty Workload.** When available, submit proposals for additional funds to support activities associated with department key priorities. For example, the Dean has recently asked department chairs to submit a proposal to fund

activities associated with the HHD Strategic Plan. Note that a couple of the key priorities of CAS are associated with the HHD Strategic Plan.

3. Develop an assessment (tracking) method to measure benefits/impact of the student experiences with HIPS.
4. Develop an assessment (tracking) method to track the employment and career paths of students graduating from the program.