



College of Health & Human Development
Dean's Office
P.O. Box 6868, Fullerton, CA 92831
T: (657) 278-3311 / F: (657) 278-3314
<http://hhd.fullerton.edu>

DATE: April 25, 2022

TO: Carolyn Thomas
Provost and Vice President Academic Affairs

Su Swarat
Associate Vice President, Institutional Effectiveness & Accreditation Liaison
Officer

FROM: Cindy Greenberg *Cindy Greenberg*
Dean, College of Health and Human Development

SUBJECT: 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), to the report submitted by the review team, and the departmental response to the review team report. The PPR review team included: Dr. Allison Sidle Fuligni, Department of Child and Family Studies, CSU Los Angeles, Dr. Amber Gonzalez Department of Child and Adolescent Development, Sacramento State University, Dr. Rosie Ordoñez-Jasis, Department of Literacy and Reading Education, CSU Fullerton, and Dr. Rebekah Smart, Department of Counseling, CSU Fullerton.

The Department of Child and Adolescent Studies has provided a thoughtful self study that addresses key areas required for program performance review. These include: 1) department mission, goals, and environment; 2) department description and analysis; 3) student achievement and assessment of learning outcomes; 4) faculty; 5) student support and advising; 6) resources and facilities; and 7) long-term plans. I appreciate the important contributions faculty and staff make to CSUF students, the campus, and the community.

Notable Strengths

1. The Department of Child and Adolescent Studies has excellent faculty and a department chair committed to student, faculty, and staff success. The PPR team noted the collegial environment, a supportive process for new faculty, and faculty scholarly activities, and support of students. I enthusiastically agree and applaud the work of faculty as teachers, scholars, and contributors to their fields.
2. The intentional work of CAS faculty “in preparing students to develop cultural competencies to better prepare them to engage in effective and in equitable practices with

diverse communities” has resulted in curricular changes and should better prepare students to work with our diverse communities.

3. The department has a demonstrated commitment to student advising, with assigned faculty advisors supported by the department. Many faculty members mentor students and engage them in research activities, a very beneficial high impact practice. The department is involved in the college Peer Mentor Program, with several advanced students mentoring students new to campus.
4. Student participation in High-Impact Practices (HIPs) including faculty-student research collaboration, and a broad offering of co-curricular activities and practica including service learning and study abroad.
5. Faculty remain current in their fields and are active in research and service to their profession. I commend them for their excellent work and contributions.
6. The department has a structured, logical assessment plan, dedicating efforts and resources to ongoing assessment of the curriculum and Student Learning Outcomes (SLOs).
7. The department worked effectively during this review period to successfully hire multiple tenure-track faculty members, intentionally working to ensure an inclusive and equitable search process, and supported several faculty in the retention, tenure, and promotion process.

Key Areas to Be Addressed

1. As noted by both the department and the PPR team, student demand for advising exceeds the NACADA recommended ratios and capacity. The college is working to address this need, currently searching for a full-time Student Services Professional (SSP II) staff member to be shared equally with another department who also only offers an undergraduate program.
2. The department is applauded for its intentional work in preparing students to develop cultural competencies. I encourage the department to continue this intentional, deep work in evaluating how and where the concepts are introduced, developed, and mastered and continue to evaluate achievement of the Student Learning Outcomes related to cultural competence.
3. Noted by the department and the PPR team, cultural taxation related to diversity and inclusion work is a real threat that has an impact on workload and faculty success.

Recommendations

1. The department and the dean’s office need to work collaboratively to monitor enrollment trends and assess need to balance tenure-stream faculty lines with department needs.
2. The department continue to evaluate the impact that changes in workforce needs and requirements in early childhood education will have on the department and profession and continue planning efforts to meet this need.
3. The department and the dean’s office need to determine the advising resources needed by the department. (The dean’s office is already reviewing college and department budgets and staffing allocations for discussion with chairs about how to most effectively and equitably distribute both within the college.)

4. The department is encouraged to complete revisions of their Department Personnel Standards (DPS) to incorporate, acknowledge, and give credit for cultural taxation work related to diversity and inclusion in the tenure and promotion process and in the ongoing work of faculty.
5. The department does not currently offer any programs in self-support mode. I encourage the department faculty to consider whether or not they wish to develop any such programs that might serve students and the community. An added benefit is that such programs may provide additional resources to support departmental initiatives and goals (e.g., research support; re-assigned time for faculty).
6. The department is engaged in department and college activities to increase student success and is working to increase graduation rates, decrease time to graduation, and remove the opportunity gap experienced by some students in the department (as well as the college and university overall). The department should continue working with the college and university to address these issues on behalf of our students.

The self-study, campus visit, and program responses required a great deal of time and effort on the part of the faculty, staff, and students. The mission and goals of the program are consistent with the profession as well as those of the College of Health and Human Development and of CSUF as a campus. The program provides excellent academic and applied experiences for students. I congratulate and commend the Department of Child and Adolescent Studies on their outstanding program and contributions to the campus and profession.