

## ANNUAL PROGRAM REPORT

### I. **SELF-STUDY** *(suggested length of 1-3 pages)*

#### A. **Five-Year Review Planning Goals**

*Present your planning goals from your last 5-year plan.*

- 1) The D.C. Early Childhood Studies will be offered through Self-Support (Fall 2015)
- 2) The Department will offer a new course (Spring 2014)
- 3) We are currently in the process of seeking university approval for the new B.A. degree completion in Early Child Development. (within 3-5 years)
- 4) The Department is proposing a new Minor in Early Childhood Development (Fall 2014).
- 5) The Department plans to modify the Early Childhood Certificate curriculum (Spring 2014).
- 6) Modification of Early Childhood Option (Spring 2014).
- 7) Proposed new GE course: HDEV 2001 - Human Development in Contemporary Society (Spring 2014)
- 8) Course Revision Proposal: HDEV 3333 - Cultural Construction and Human Development

**B. Progress Toward Five-Year Review Planning Goals**

*Report on your progress toward achievement of the 5-Year Plan. Include discussion of problems reaching each goal, revised goals, and any new initiatives taken with respect to each goal.*

1) The D.C. Early Childhood Development Center (ECDC) was previously a support center for the Department of Early Childhood Development (ECD) and as such has now been removed.

2) The minor in Early Childhood Development (ECD) was revised, submitted, and approved as part of the department's new undergraduate program.

3) We are currently in the process of seeking university approval for the new B.A. degree completion in Early Childhood Development. (within 3-5 years) is in process. This has been temporarily put on hold as we have all new majors due to conversion.

4) The Department is proposing a new Minor in Early Childhood Development (Fall 2014) is not yet completed. This has been temporarily put on hold as we have all new minors due to conversion (Fall 2014)







6. The faculty discussed analysis results.
7. Faculty identified areas of PLO 1 strength and areas for improvement.
8. Faculty formulated strategies for PLO 1 improvement and implementation

**Data Analysis:**

Scores ranged from 1 (unacceptable) to 4 (outstanding) in the analysis. The average research scores for completed research projects all fell between the ratings of 2 (developing) and 3 (proficient).

***Research Projects: Mean Scores and Range for Research Indicators:***

Empirical Literature Review Demonstrates Core Knowledge: 3.066 (Range from 1 to 4)

Theoretical Framework Demonstrates Core Knowledge: 2.66 (Range from 1 to 4)

Methodology Demonstrates Core Knowledge: 2.63 (Range from 1 to 3.5)

Results / Discussion Demonstrates Core Knowledge: 2.46 (Range from 1 to 4)

Holistic Paper Score: 2.81 (Range from 1 to 3.5)

***Research Proposals: Mean Scores and Range for Research Indicators:***

Empirical Literature Review Demonstrates Core Knowledge: 2.71 (Range from 1.5 to 3.5)

Theoretical Framework Demonstrates Core Knowledge: 1.62 (Range from 1 to 3)

Methodology Demonstrates Core Knowledge: 2.26 (Range from 1 to 3)

Holistic Paper Score: 2.05 (Range from 1 to 2.75)

**D. Summary of Assessment Results**

*Summarize your assessment results briefly using the following sub-headings.*

**Main Findings:**

*Weaknesses:*

Few papers included information from two or more Human Development-related fields (i.e., biology, psychology, sociology and/or anthropology).  
The research proposals did not demonstrate proficient core knowledge in any ranked category.

**Recommendations for Program Improvement** (e.g., content, course sequence, student advising)

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**Next Step(s) for Closing the Loop:**

The HDEV faculty discussed altering the curriculum to more explicitly require students to integrate information from multiple disciplines in their empirical and theoretical literature reviews. The HDEV faculty discussed limiting the amount of research to improve connections between methods and theory, increasing rigor, and improve the discussion of study findings in relation to theory. The HDEV faculty discussed building class activities starting by identifying the desired student outcomes in HDEV 499 and how these outcomes should be introduced and practiced in and senior seminars.

**E. Assessment Plans for Next Year**

*Summarize your assessment plans for the next year, including any revisions to the program assessment plan presented at the last meeting, and any other relevant information.*

PLO 2. Demonstrate critical thinking ability to evaluate research, references, and connections among human development perspectives.

The protocol we have developed over the years, which has proven to be a valuable component in understanding and improving the program, will follow 00009nBT/F2 12 Tf1 0 0 1

## A. Discussion of Trends & Reflections

### **Notable Trends:**

*Summarize and discuss any notable trends occurring in your program over the past 3-5 years based on program statistics (1-2 paragraphs). You may include 1-2 pages of supplemental information as appendices to this report (e.g., graphs and tables).*

The number of majors within the department remains robust and is trending upward. For example, in 2014 there were 417 majors and the most recent major count is 510. Based on preliminary data, this number will continue to rise in the 2017-2018 academic year.



**B. Request for Resources** (*suggested length of 1 page*)

1. Request for Tenure-Track Hires

The department will be seeking approval to run a tenure track search during the 2018-2019 academic year with a successful candidate starting in Fall of 2019. Specifically, the department will be seeking a position in Childhood Development. This is the most prescient need of the department as Dr. Sara Smith left the department at the end of Spring, 2017 and Dr. Jiansheng Guo has plans to retire at the end of the 2018-2019 academic year. They both j cxg dggp cpf k F t. I wqæ ecug eqpwpwg vq dg xkcneomponents of our department, teaching critical courses in both our core curriculum (taken by all majors) and in the Childhood Development option. This is our most pororork