HDFS PUR Self Study 2022-23

Human Development & Family:

- Human Development and Family Studies 2022-23 PUR Self-Study

SI Section Templates: 1.A. Program or Unit Description, 1.B. Program or Unit Mission, 1.C. Program Learning Outcomes, 2.A. Progress on Previous Findings and Recommendations, 2.B. Workforce Needs (AAS degrees and certificates; allied health programs only), 2.C. Accessibility and Cost of Instructional Materials, 2.D. Catalog Review, 3.B. Evidence of Program Learning Outcomes Assessment, 3.C. General Education Outcomes Assessment (if applicable), 3A. Curriculum Mapping, 4.A. FTE and Section Count, 4.B. Course Fill Rates and Unsuccessful Enrollment Attempts, 4.C. Student Demographics: Ethnicity, Gender, Credit Load, Student Status, and Age Range, 5.A. Course Completion Rates, 5.B. Graduation and Transfer, 6. A. Faculty Achievement, 6.B. FT/PT Faculty and Student Credit Hours Taught, 6.C. Support Staff, 6.D. Facilities and Technology, 7.A. Five-Year Plan, 8.A. Resource Requests, Academic Standards and Assessment Committee Findings and Recommendations, Dean's Findings and Recommendations, Vice President of Academic Affairs' Findings and Recommendations

Date: 09-15-2023

Sorted by: Program

Human Development & Family

1.A. Program or Unit Description

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Briefly describe (1 paragraph) the program/unit, including but not limited to the following: academic division that the program/unit belongs to, the academic area(s) represented, degrees/certificates offered, average student enrollment, number of full-time faculty, type of curriculum or pedagogical approaches, and any other pertinent aspect of the program/unit.

The Human Development and Family Studies belongs to the Business and Social Sciences division. Students can earn an Associate of Arts in HDFS with an option to transfer to UNR for a 4-year HDFS degree. The AA in HDFS is a multidisciplinary introductory degree program focused on building student knowledge and understanding of human and family development across the lifespan. Pedagogy centers on the study of theory and research in the field of developmental science. Students explore the ways in which individuals interact within family

systems and the larger sociocultural context. The HDFS program prepares students to work in a variety of professional settings working directly with children, youth, and families. The HDFS program was first introduced in AY 17-18. The average fall FTE since program inception is just over 51. Program enrollment has declined since the initial rollout of the program. The HDFS program does not currently have a dedicated full-time faculty member. The HDFS program is staffed by part-time instructors and one full-time faculty member who is split between HDFS and ECE.

1.B. Program or Unit Mission

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State the department's or unit's mission. Describe how it aligns to the College's Mission, and how program learning outcomes (PLOs) for degrees and certificates offered, or for the unit, align to the department/unit mission. If your department or unit does not currently have a mission statement, please discuss among your colleagues and develop one.

Social Sciences Department Mission Statement
The Social Sciences Department at Truckee Meadows Community College provides students with a sense of the importance of cultural influences, a sense of scope of changing cultural themes, and a sense of their own worth as human beings.

These understandings are refined through a sound curriculum in the behavioral sciences, which explains variations in human behavior based on theoretical models, instruction in research methods used by contemporary social scientists, and a special focus on interdisciplinary connections among topical social issues. As a group, we are committed to the excellence in the classroom delivered by instructors with deep and up-to-date knowledge of their subject and an understanding of the science of pedagogy.

TMCC’s Social Sciences Department mission underscores faculty commitment to contemporary and interdisciplinary curriculum and pedagogy, which supports TMCC’s mission to provide “accessible,

innovative educational opportunities".

The Human Development and Family Studies (HDFS) AA program learning outcomes state that students completing the degree will: 1) Investigate the historical, cultural, and theoretical contexts of the science of human development; 2) Define and examine characteristics of diverse families and family systems; 3) Demonstrate understanding of the physical, cognitive and social-emotional developmental domains of the human lifecycle; 4) Demonstrate skill in oral and written communication related to the study of Human Development.

The HDFS AA PLO 2 aligns with the Social Sciences Department mission to provide "students with a sense of the importance of cultural influences, a sense of scope of changing cultural themes," while PLOs 1 & 4 align with the objective to provide "instruction in research methods used by contemporary social scientists" and PLOs 1 & 3 align with the objective to introduce students to "curriculum in the behavioral sciences, which explains variations in human behavior based on theoretical models".

1.C. Program Learning Outcomes

Human Development and Family Studies 2022-23 PUR Self-Study

Program Learning Outcomes (PSLOs or PLOs)
Human Development & Family
PSLO
Associate of Arts, Human Development and Family Studies
PSLO1: Investigate the historical, cultural, and theoretical contexts of the science of human development. (Active from Spring 2021)
PSLO2: Define and examine characteristics of diverse families and family systems. (Active from Spring 2021)
PSLO3: Demonstrate understanding of the physical, cognitive and social-emotional developmental domains of the human lifecycle. (Active from Spring 2021)
PSLO4: Demonstrate skill in oral and written communication related to the study of Human Development. (Active from Spring 2021)

2.A. Progress on Previous Findings and Recommendations

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Describe your progress on the major findings and recommendations for the program/unit from the last PUR, any annual progress reports (APRs), and if applicable, external reviews, (e.g. advisory boards, articulation committees, and program accreditors).

- **Which findings and recommendations have the program/unit addressed?**
- **Which have yet to be accomplished? Which are no longer relevant, and why?**
- **Has the program/unit undergone any major changes as a result or that would impact the findings and recommendations since the last PUR?**

This is the first program unit review of the HDFS program.

2.B. Workforce Needs (AAS degrees and certificates; allied health programs only)

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Describe how your program(s) is/are meeting workforce needs, especially in the Northern Nevada region, by answering the accompanying questions. The following are potential resources for labor market data, though other sources may be referenced.
Nevada Department of Employment Training and Rehabilitation (DETR) (https://detr.nv.gov/)
Economic Development Authority of Western Nevada (EDAWN) (http://edawn.org/)
U.S. Bureau of Labor Statistics (http://www.bls.gov/)

- **What is the evidence for the regional need for the program (DETR and EDAWN data)?**
- **What is the evidence that program curriculum meets the latest industry trends or workforce needs?**

Not applicable for the Human Development and Family Studies AA degree.

2.C. Accessibility and Cost of Instructional Materials

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- **What are faculty in the department/unit currently doing or planning to help ensure that instructional materials are accessible to students with disabilities? Examples include attending Professional Development accessibility sessions, running accessibility checkers on materials, and completing the "Creating Accessible Content" workshop.**
- **What are faculty in the department/unit currently doing or planning to offer affordable instructional materials to students? Examples would include internal development of educational materials or utilization of open educational resources (OER).**

Accessibility of materials is a consistent focus for full and part time faculty teaching HDFS courses. The HDFS program uses master courses to import into all part time instructor Canvas shells. Master courses have been reviewed with the accessibility checker and instructors to update supplemental materials and create accessible content. Additionally, master courses now make better use of Canvas pages to ensure text readers can access the content. Canvas pages have been reviewed to ensure alt text is present for images, graphics, and charts. Appropriate headings are used and all content reflects appropriate contrast when using different colored text. Moving forward, the team can ensure that all video resources have subtitles and transcripts.

In relation to affordable instructional materials, textbooks have been updated for all three HDFS courses.

- HDFS 201 - Beginning in fall 2023, a new course text will be adopted. The cost is still being negotiated but may end up being slightly higher. The difference will likely by about $10. This was considered deeply before adoption. This course is foundational to the degree and is a prerequisite to other courses in different degree pathways. Further, it is taught by several part-time faculty. A comprehensive course text is needed for this class.
- HDFS 202 - This class previously required two books. One book

was eliminated and a new book was adopted in fall of 2021. The new book includes a digital integration. Students save approximately $200 on this course.

- HDFS 232 - An OER was adopted in fall of 2021. There are no textbook costs for this course. This saves students $136 from previous semesters.

2.D. Catalog Review

Human Development and Family Studies 2022-23 PUR Self-Study

- **Is the program information in the catalog correct, including descriptions, PLOs, course descriptions, and course offerings, accurate?**
- **Does the program's suggested course sequence in the catalog allow for completion of degrees within 2 years and/or certificates within 2 semesters for full-time students?**
- **Are there any courses that the department has not offered in 4 or more years? Please indicate whether you plan to update and offer, or deactivate the(se) course(s) in the next academic year.**

The HDFS AA program description is current and accurately reflected within the TMCC course catalog. Program learning outcomes were updated in 2021 to better emphasize the study of families and align with UNR's program. With respect to HDFS course descriptions:

- HDFS 201 - The course description and outcomes were updated in 2020 to better align with UNR's program.
- HDFS 202 - Course description and outcomes are accurate. We are not planning to make changes to this course.
- HDFS 232 - The course description and outcomes need to be updated. The course shifted to an OER and significantly changed focus from a lifespan-oriented course to a diversity-focused course.

The above HDFS courses are offered each academic semester.

Regarding program requirements, there are several changes to course offerings that could improve the HDFS degree. For instance, WMST 250 is currently listed as a recommended elective for the HDFS AA program; however, TMCC no longer offers this course on a regular basis. Additionally, HDFS 231 is listed as an elective, but is a program

requirement at UNR. Currently, program requirements place an emphasis on early childhood, which is not aligned with some of our student's goals. This focus reflects the transfer degree landscape that existed when the program was created, however, changes with UNR degrees have created a need for a broader HDFS degree here at TMCC.

The recommended course sequence for the HDFS, AA program supports 2 year completion for full-time students.

3.B. Evidence of Program Learning Outcomes Assessment

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Summarize the most significant program assessment results since your last PUR. These will come from past CARS, APRs, and Action Plans and assessment data within eLumen. Please discuss course assessment findings as they apply to the program and program learning outcomes.

Course assessments for all HDFS classes indicated some need for change.

- HDFS 201 - This course was last assessed in fall 2019. Assessment of student learning was challenging as instructors were using different assessment tools to evaluate student learning related to course objectives. Through discussion with faculty, the CLOs were updated to better align with the UNR course and with updated PLOs.
- HDFS 202 - This course was last assessed in fall 2020. Students performed well in assessments of CLOs 1 and 3. Modifications were recommended to assessments for CLO 2 and 3. Students struggled specifically with connecting observation to theory for CLO2, which relates directly to PLO 1.
- HDFS 232 - This course was last assessed in spring 2020. Students scored well on CSLOs 1 and 3. Assessing CSLO2 was challenging due to the pandemic because it required direct observation of a child. That so many students scored as 'exemplary' across assignments in all sections indicated we may need to be more rigorous with our grading or requirements. This may impact the achievement and measurement of PSLOs if different instructors have

different expectations of proficiency.

Describe how department faculty implemented plans to improve students' achievement of program learning outcomes. What changes did you make to the program based on assessment results and improvement plans?

The PLOs were updated in 2021. Course improvement plans were implemented for all three courses.

- HDFS 201 - CLOs were updated in 2020. Two core assignments were developed to ensure consistent measurement across course sections. One additional assessment needs to be created. This course is up for assessment in fall 2023.
- HDFS 202 - Modifications were made to assignment instructions, rubrics, and instruction. A new textbook was adopted that included more guided practice for students, particularly in asynchronous courses. The action plan for this course has been completed.
- HDFS 232 - A new OER was adopted and the curriculum has been fully revised. This component of the action plan was completed. Faculty teaching this class revisited assignment instructions and rubrics, but a formal 'norming' process has not been completed. This is due, in part, to the need to update CSLOs for this class.

3.C. General Education Outcomes Assessment (if applicable)

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- **Describe which general education learning outcomes (GELOs) you assessed in your department/unit and summarize the most significant assessment results.**
- **Describe how department faculty implemented plans to improve students' achievement of GE learning outcomes. What changes did you make to general education based on assessment results and improvement plans? Do any CLOs need to be changed to align with GELOs?**

General Education Outcomes Assessment has not been conducted for the classes that fall within this program. HDFS 201 and 202 count as GE credit in Social Science for the AAS, AGS and certificates. HDFS 232 counts as diversity in all programs. A plan will be put into place to add these GELO assessments into our regular assessment practices moving forward.

General Education Outcomes Assessment has not been conducted for the classes that fall within this program. HDFS 201 and 202 count as GE credit in Social Science for the AAS, AGS and certificates. HDFS 232 counts as diversity in all programs. A plan will be put into place to add these GELO assessments into our regular assessment practices moving forward.

3A. Curriculum Mapping

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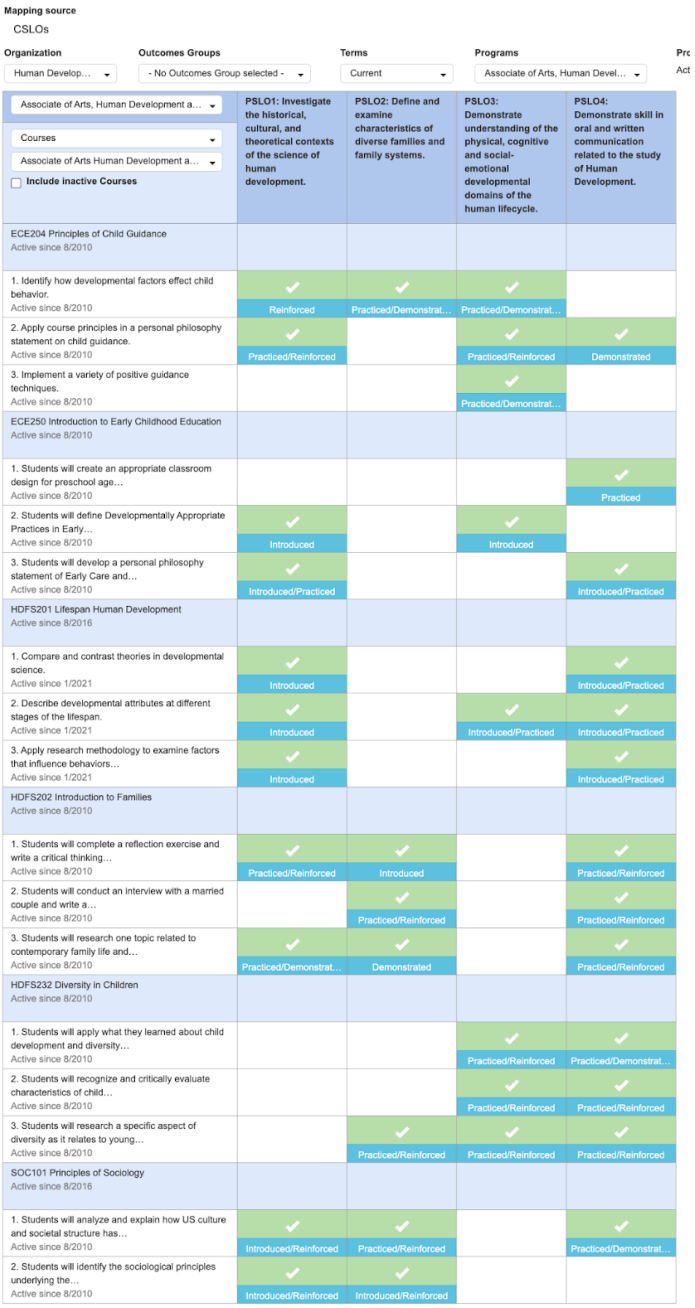

Mapping source: CSLOs

Organization: Human Develop… | Outcomes Groups: - No Outcomes Group selected - | Terms: Current | Programs: Associate of Arts, Human Devel… | Pro: Act

Associate of Arts, Human Development a… / Courses: Associate of Arts Human Development a… / Include inactive Courses	PSLO1: Investigate the historical, cultural, and theoretical contexts of the science of human development.	PSLO2: Define and examine characteristics of diverse families and family systems.	PSLO3: Demonstrate understanding of the physical, cognitive and social-emotional developmental domains of the human lifecycle.	PSLO4: Demonstrate skill in oral and written communication related to the study of Human Development.
ECE204 Principles of Child Guidance Active since 8/2010				
1. Identify how developmental factors effect child behavior. Active since 8/2010	✓ Reinforced	✓ Practiced/Demonstrat…	✓ Practiced/Demonstrat…	
2. Apply course principles in a personal philosophy statement on child guidance. Active since 8/2010	✓ Practiced/Reinforced		✓ Practiced/Reinforced	✓ Demonstrated
3. Implement a variety of positive guidance techniques. Active since 8/2010			✓ Practiced/Demonstrat…	
ECE250 Introduction to Early Childhood Education Active since 8/2010				
1. Students will create an appropriate classroom design for preschool age… Active since 8/2010				✓ Practiced
2. Students will define Developmentally Appropriate Practices in Early… Active since 8/2010	✓ Introduced		✓ Introduced	
3. Students will develop a personal philosophy statement of Early Care and… Active since 8/2010	✓ Introduced/Practiced			✓ Introduced/Practiced
HDFS201 Lifespan Human Development Active since 8/2016				
1. Compare and contrast theories in developmental science. Active since 1/2021	✓ Introduced			✓ Introduced/Practiced
2. Describe developmental attributes at different stages of the lifespan. Active since 1/2021	✓ Introduced		✓ Introduced/Practiced	✓ Introduced/Practiced
3. Apply research methodology to examine factors that influence behaviors… Active since 1/2021	✓ Introduced			✓ Introduced/Practiced
HDFS202 Introduction to Families Active since 8/2010				
1. Students will complete a reflection exercise and write a critical thinking… Active since 8/2010	✓ Practiced/Reinforced	✓ Introduced		✓ Practiced/Reinforced
2. Students will conduct an interview with a married couple and write a… Active since 8/2010		✓ Practiced/Reinforced		✓ Practiced/Reinforced
3. Students will research one topic related to contemporary family life and… Active since 8/2010	✓ Practiced/Demonstrat…	✓ Demonstrated		✓ Practiced/Reinforced
HDFS232 Diversity in Children Active since 8/2010				
1. Students will apply what they learned about child development and diversity… Active since 8/2010			✓ Practiced/Reinforced	✓ Practiced/Demonstrat…
2. Students will recognize and critically evaluate characteristics of child… Active since 8/2010			✓ Practiced/Reinforced	✓ Practiced/Reinforced
3. Students will research a specific aspect of diversity as it relates to young… Active since 8/2010		✓ Practiced/Reinforced	✓ Practiced/Reinforced	✓ Practiced/Reinforced
SOC101 Principles of Sociology Active since 8/2016				
1. Students will analyze and explain how US culture and societal structure has… Active since 8/2010	✓ Introduced/Reinforced	✓ Practiced/Reinforced		✓ Practiced/Demonstrat…
2. Students will identify the sociological principles underlying the… Active since 8/2010	✓ Introduced/Reinforced	✓ Introduced/Reinforced		

Please analyze the following. Remember to paste a copy of your curriculum map.

- **PLOs: Do all PLOs reflect what you want students to demonstrate once they complete the program? Are there any PLOs that need to be updated?**
- **Potential gaps and redundancies: Are there any PLOs that are not addressed in the curriculum? Are there any unwanted redundancies of PLOs in the curriculum?**
- **CLO alignment: Is there a need to modify any course learning outcomes so that courses better support PLOs?**
- **Course sequencing: Is there a need to modify the course sequencing so that learning is scaffolded throughout the program? In other words, courses taken earlier in the program sequence should introduce PLOs, and courses taken later in the sequence should reinforce PLOs by offering students additional opportunities to practice.**
- **Curriculum and learning opportunities: Is it necessary to introduce new learning opportunities to reinforce learning in specific courses? These could be modules or assignments in courses, additional courses, and/or co-curricular opportunities that would be required of all students in the program.**
- **Do you need to make any changes to the curriculum map after this analysis?**
- **Other?**

- **PLOs: Do all PLOs reflect what you want students to demonstrate once they complete the program? Are there any PLOs that need to be updated?**
  - Yes, PLOs were updated in 2021.
- **Potential gaps and redundancies: Are there any PLOs that are not addressed in the curriculum? Are there any unwanted redundancies of PLOs in the curriculum?**
  - All PLOs are addressed in the curriculum. Within the curriculum, students are introduced to foundational concepts. They also have opportunities to practice and reinforce learning across their course of study.

- **CLO alignment: Is there a need to modify any course learning outcomes so that courses better support PLOs?**
  - CLOs are well-aligned across the curriculum. CLOs for HDFS 232 do need to be updated to better reflect the new curriculum in that course.
- **Course sequencing: Is there a need to modify the course sequencing so that learning is scaffolded throughout the program? In other words, courses taken earlier in the program sequence should introduce PLOs, and courses taken later in the sequence should reinforce PLOs by offering students additional opportunities to practice.**
  - The current course sequence works well for our students. However, the current course of study places emphasis on early childhood. This does not currently reflect the goals of all HDFS students. If the course of study changed to move required ECE classes to the elective list, the program would need additional course offerings that address the learning opportunities present in ECE courses. For example, by including coursework related to adolescence and aging, students would still have opportunities to practice and demonstrate understanding related to PSLO 1, 2, and 4 that are currently included in ECE 250 and ECE 204.
- **Curriculum and learning opportunities: Is it necessary to introduce new opportunities to reinforce learning within specific courses? These could be modules or assignments in courses, additional courses, and/or co-curricular opportunities that would be required of all students in the program.**
  - The full range of the PLOs and CLOs are addressed within HDFS 201 and HDFS 202 curriculum. HDFS 232 curriculum would benefit from stronger material related to developmental trajectories.
- **Do you need to make any changes to your curriculum map after this analysis?**
  - Yes. If the required ECE courses are moved to the elective list, the HDFS program would need additional course options that reflect the full lifespan. These could be new course additions or cross-listed courses that TMCC already offers in other programs or departments.

4.A. FTE and Section Count

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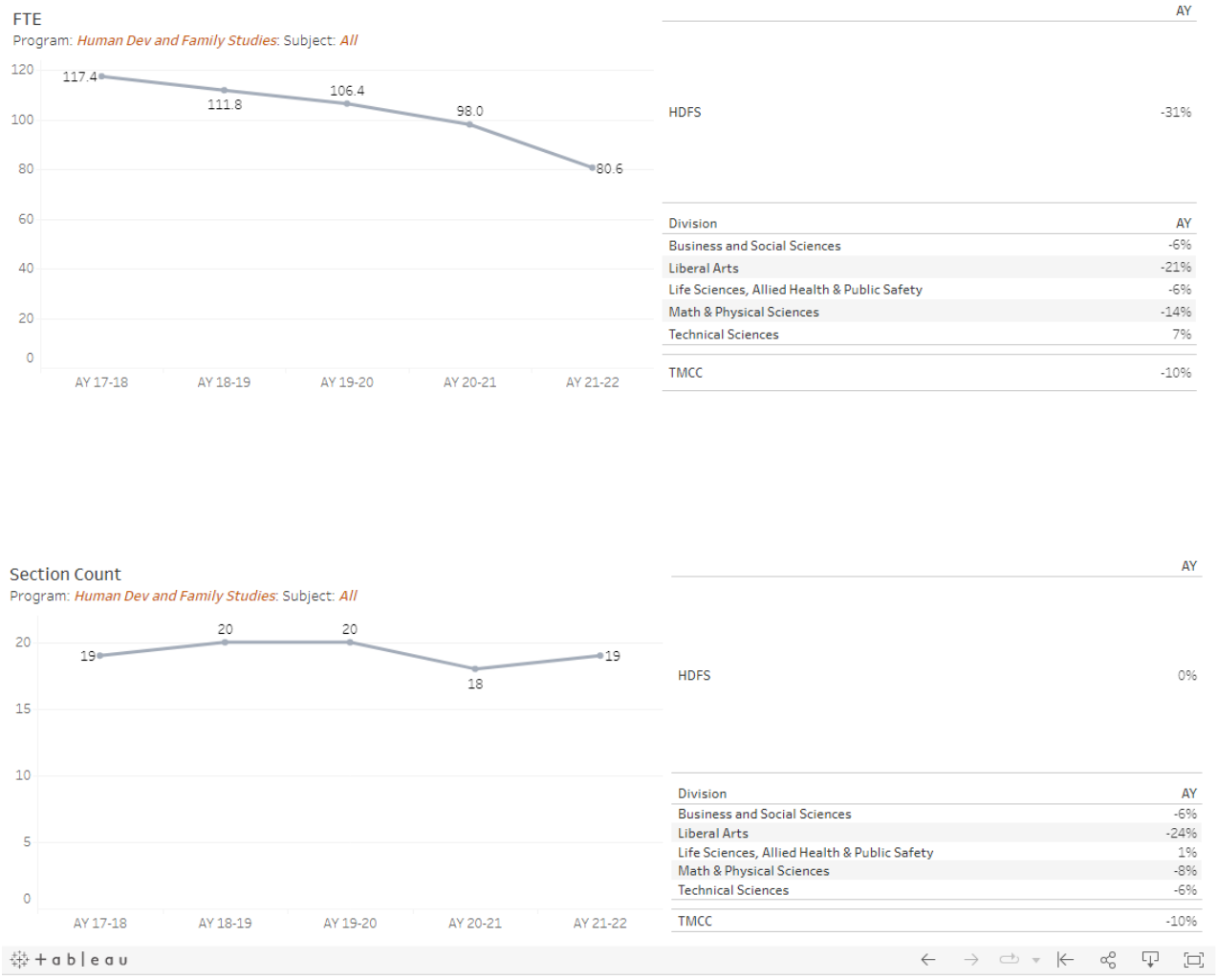


Please analyze the trends in FTE and course section counts. Discuss what these trends suggest about the viability of program enrollment.

Spanning AY 17-18 to AY 21-22, the HDFS program had a 31% reduction in student FTE. This was a larger drop in FTE than was observed within the Division of Business and Social Sciences (-6%) as well as the college as a whole (-10%). Looking at the 5 year change in FTE by term, the HDFS program had a smaller reduction during Fall (-26%) and a larger reduction in Spring (-37%).

With respect to section count, there was a 0% change spanning AY 17-18 to 21-22. On average, 19 sections (per year) have been consistently offered for this program area. By term, there was an 11% section count increase for Fall and a 10% section count reduction for Spring. Thus, section count somewhat reflects FTE trends by term.

Collectively, these findings suggest that our HDFS program has been struggling in enrollment; however, the department has not reduced section count. In part, this is due to program efforts to offer variety in scheduled course modes in the context of the pandemic. For example, increased WEB offerings while trying to maintain less popular face-to-face options for students. Continuing to offer more variety in course delivery mode might provide some modest benefits to enrollment and notable benefits to student success and engagement; however, we'll need to monitor section fill rates so that we don't oversaturate our schedule with HDFS sections. Ultimately, we also need to work toward boosting program demand and retention from fall to spring.

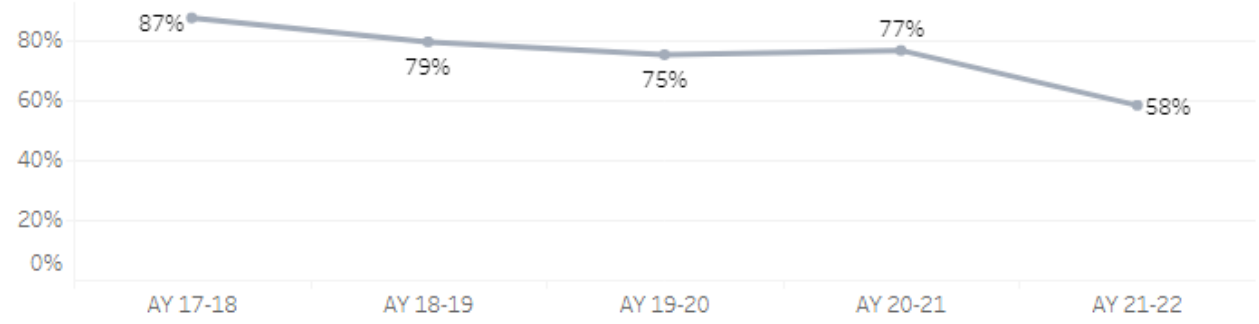
It is our hope that redesigning the HDFS degree to: 1) encompass the full scope of the lifespan and 2) more accurately reflect UNR's program requirements, will produce positive changes to program retention and demand.

4.B. Course Fill Rates and Unsuccessful Enrollment Attempts

Human Development and Family Studies 2022-23 PUR Self-Study

Average Fill Rate

Program: *Human Dev and Family Studies*: Subject: *All*



5 Year Average Fill Rate

AY

5 Yr Avg Course Level Fill Rate

Program: *Human Dev and Family Studies*: Subject: *All*

	AY
HDFS 201	78%
HDFS 202	72%
HDFS 232	72%

5 Yr Average Unsuccessful Enrollment Attempts

An enrollment attempt is considered unsuccessful if the student tried to enroll in one or more sections of a course but could not because the section was full, and who ultimately did not take the course that term. If they eventually enrolled in another section, they are not counted as unsuccessful. And a student is only counted once per course no matter how many section-level attempts they had.

Course Level

Program: Human Dev and Family Studies

HDFS201	6.78
HDFS202	1.00
HDFS232	2.75

Division & College Wide

Business and Social Sciences	4.41
Liberal Arts	8.57
Life Sciences, Allied Health & Public Safety	7.80
Math & Physical Sciences	21.56
Technical Sciences	3.14
TMCC	7.73

Please analyze the trends in course fill rates and unsuccessful enrollment attempts. Discuss what these trends suggest about meeting student demand.

Spanning AY 17-18 to AY 21-22, the average section fill rate for HDFS (75%) is higher than the Division of Business and Social Sciences (66%) as well as the college as a whole (70%); however, it's worthy to note that this average is benefitted by earlier years (AY 17-18 & 18-19) that had more robust section fill rates. Comparatively, AY 21-22 had a notably weaker section fill rate (58%). Analyzing by course, the average section fill for HDFS 201 is strongest (78%) while HDFS 202 and 232 have a slightly lower fill rate (72%).

Looking at unsuccessful enrollment attempts, the AY average across HDFS courses is 3.51, which reflects fewer unsuccessful attempts relative to the division (4.41) and college (7.73). When analyzed by course, HDFS 201 has a higher average number of unsuccessful enrollment attempts (6.78) relative to HDFS 202 (1) and HDFS 232 (2.75).

Reflecting upon section fill rates and unsuccessful enrollment attempts, we appear to be meeting student demand reasonably well. The notable drop in section fill rate within AY 21-22 is concerning though. It will be important moving forward to keep an eye on our fill rates in this program area and reduce section count where necessary.

4.C. Student Demographics: Ethnicity, Gender, Credit Load, Student Status, and Age Range

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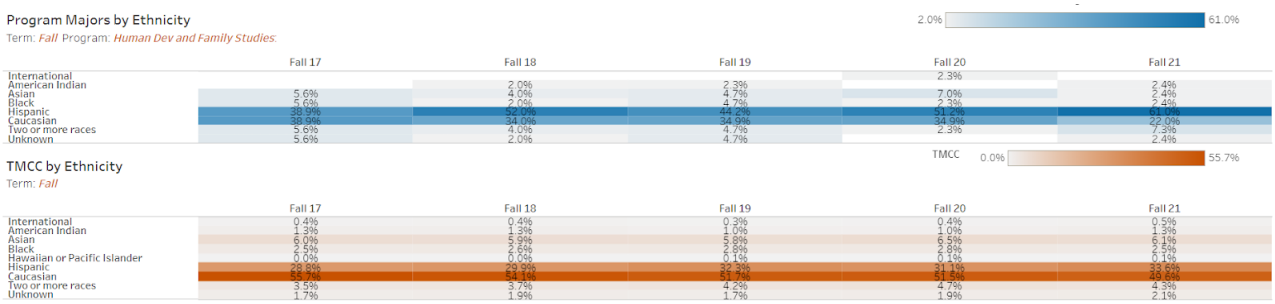
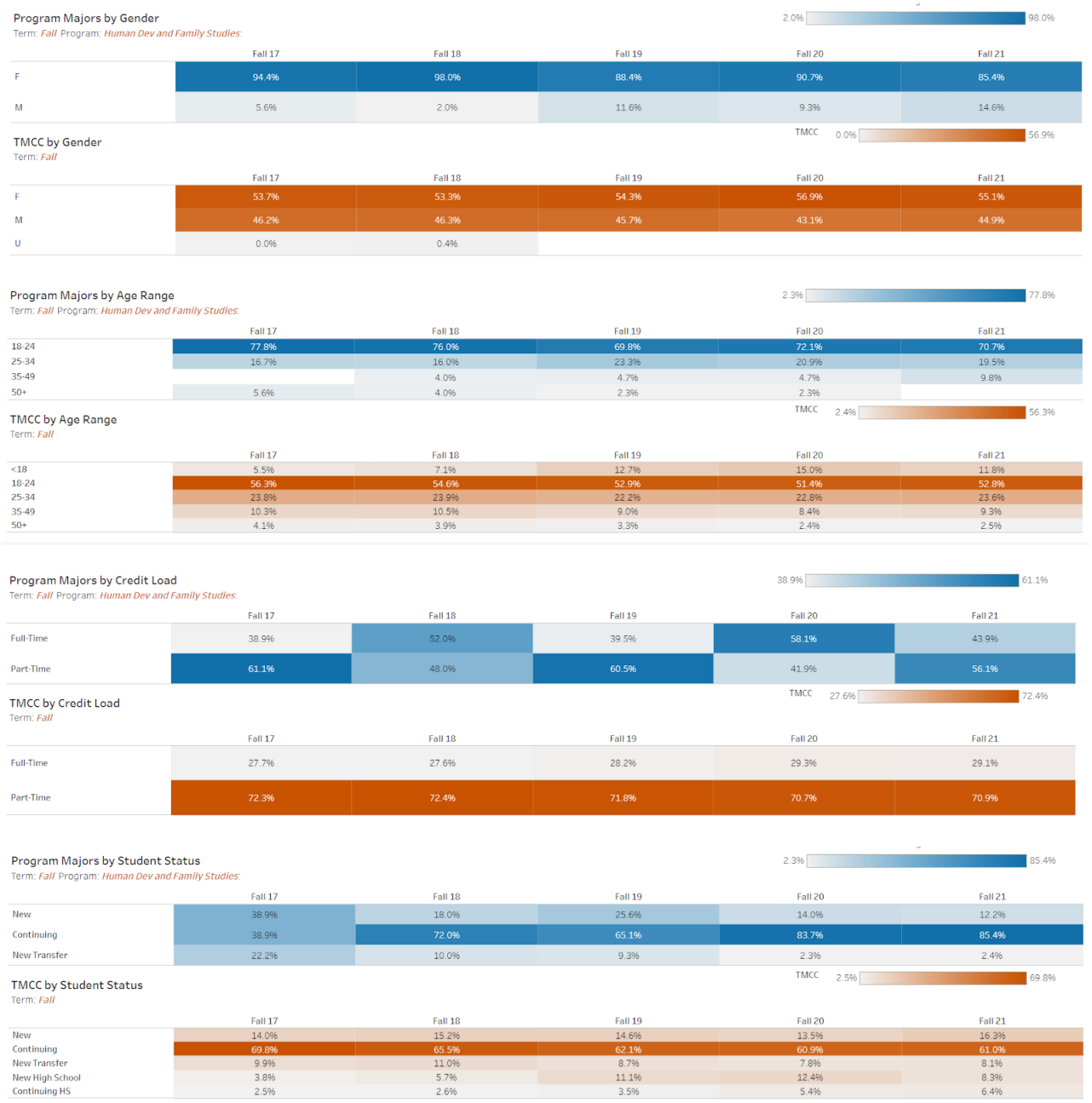




Program Majors by Gender
Term: *Fall* Program: *Human Dev and Family Studies*

2.0% 98.0%

	Fall 17	Fall 18	Fall 19	Fall 20	Fall 21
F	94.4%	98.0%	88.4%	90.7%	85.4%
M	5.6%	2.0%	11.6%	9.3%	14.6%

TMCC by Gender
Term: *Fall*

TMCC 0.0% 56.9%

	Fall 17	Fall 18	Fall 19	Fall 20	Fall 21
F	53.7%	53.3%	54.3%	56.9%	55.1%
M	46.2%	46.3%	45.7%	43.1%	44.9%
U	0.0%	0.4%			

Program Majors by Age Range
Term: *Fall* Program: *Human Dev and Family Studies*

2.3% 77.8%

	Fall 17	Fall 18	Fall 19	Fall 20	Fall 21
18-24	77.8%	76.0%	69.8%	72.1%	70.7%
25-34	16.7%	16.0%	23.3%	20.9%	19.5%
35-49		4.0%	4.7%	4.7%	9.8%
50+	5.6%	4.0%	2.3%	2.3%	

TMCC by Age Range
Term: *Fall*

TMCC 2.4% 56.3%

	Fall 17	Fall 18	Fall 19	Fall 20	Fall 21
<18	5.5%	7.1%	12.7%	15.0%	11.8%
18-24	56.3%	54.6%	52.9%	51.4%	52.8%
25-34	23.8%	23.9%	22.2%	22.8%	23.6%
35-49	10.3%	10.5%	9.0%	8.4%	9.3%
50+	4.1%	3.9%	3.3%	2.4%	2.5%

Program Majors by Credit Load
Term: *Fall* Program: *Human Dev and Family Studies*

38.9% 61.1%

	Fall 17	Fall 18	Fall 19	Fall 20	Fall 21
Full-Time	38.9%	52.0%	39.5%	58.1%	43.9%
Part-Time	61.1%	48.0%	60.5%	41.9%	56.1%

TMCC by Credit Load
Term: *Fall*

TMCC 27.6% 72.4%

	Fall 17	Fall 18	Fall 19	Fall 20	Fall 21
Full-Time	27.7%	27.6%	28.2%	29.3%	29.1%
Part-Time	72.3%	72.4%	71.8%	70.7%	70.9%

Program Majors by Student Status
Term: *Fall* Program: *Human Dev and Family Studies*

2.3% 85.4%

	Fall 17	Fall 18	Fall 19	Fall 20	Fall 21
New	38.9%	18.0%	25.6%	14.0%	12.2%
Continuing	38.9%	72.0%	65.1%	83.7%	85.4%
New Transfer	22.2%	10.0%	9.3%	2.3%	2.4%

TMCC by Student Status
Term: *Fall*

TMCC 2.5% 69.8%

	Fall 17	Fall 18	Fall 19	Fall 20	Fall 21
New	14.0%	15.2%	14.6%	13.5%	16.3%
Continuing	69.8%	65.5%	62.1%	60.9%	61.0%
New Transfer	9.9%	11.0%	8.7%	7.8%	8.1%
New High School	3.8%	5.7%	11.1%	12.4%	8.3%
Continuing HS	2.5%	2.6%	3.5%	5.4%	6.4%

Briefly describe the typical student profile in terms of ethnicity, gender, credit load, student status, and age range in your program/unit, including how they compare to demographics of the college. Please note any potentially underserved student populations and discuss ideas for closing potential equity gaps. An equity gap is where there is a significant and persistent disparity in access or achievement between different groups of students.

Does the program's teaching staff look like its student population? If not, discuss ideas for how faculty can use more inclusive teaching methods.

Despite the observed reduction in FTE, from Fall 2017 to Fall 2021 the HDFS headcount by major grew from 18 to 41, a 128% increase. The predominant ethnicity of HDFS program majors at TMCC is Hispanic, followed by Caucasian. Compared to the college as a whole, our program serves a higher proportion of Hispanic students. The overwhelming majority identify as female; however, there has been a slight increase in male HDFS majors over the 5 year period observed. For example, in Fall 2017 94.4% of program majors identified as female, compared to 4.6% as male. In Fall 2021 85.4% of program majors identified as female compared to 14.6% as male. This observed gender gap is not uncommon and is typically most pronounced within undergraduate programs. On average, more females choose to study within the social sciences relative to males. There are slightly more part-time students than full-time students (as of Fall 2021, 56.1% and 43.9%, respectively); however, the balance between full-time and part-time students within the HDFS program is more equitable when compared to the college as a whole. The majority of our majors are continuing students. The common age range for HDFS students is comparable to the average TMCC student, with the majority failing within the age range of 18-24, followed by 25-34.

Currently, there are six HDFS instructors (FT and PT). Of those instructors, 50% identify as white, 1 identifies as Black, one identifies as Hispanic, and one as multiracial. All HDFS instructors are females, ages unknown. In terms of gender, our teaching staff are representative of our student population. In terms of ethnicity, our current faculty has moderate diversity.

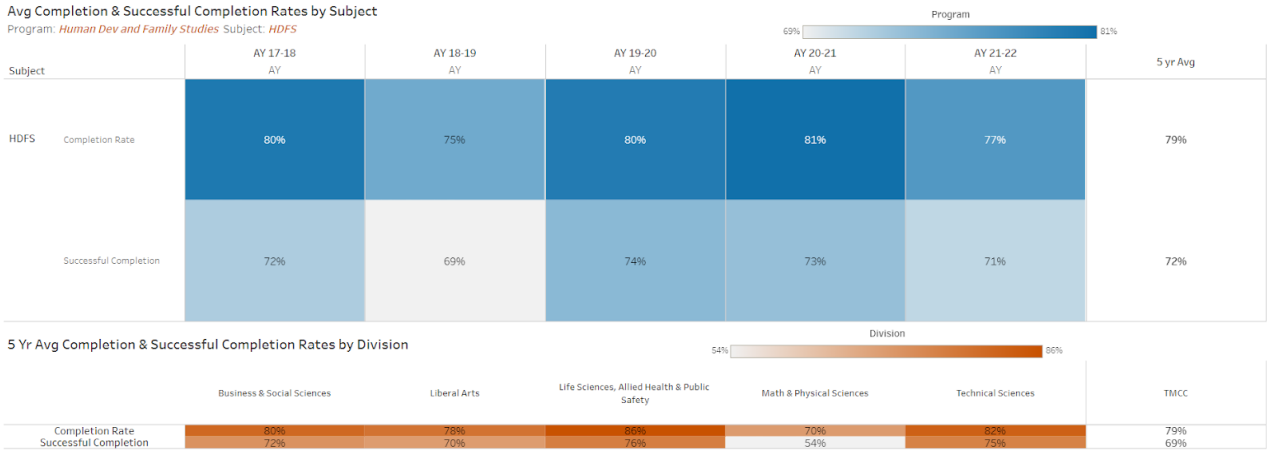
As social scientists, HDFS faculty are trained to be culturally sensitive. HDFS curriculum emphasizes the value of diversity as well as the impact of culture on families and human development. In addition to teaching these values, our faculty report being conscious of diversity and representation when selecting videos, images and other

materials that are embedded into their curriculum and courses.

5.A. Course Completion Rates

Human Development and Family Studies 2022-23 PUR Self-Study

Please describe any substantial trends or shifts that you see in the overall course completion rate and successful completion (C or better). What might these trends or shifts mean? Next, disaggregate the data by student demographics. Discuss any potential equity gaps and ideas for closing these gaps. An educational equity gap is where there is a significant and persistent disparity in educational attainment between different groups of students.

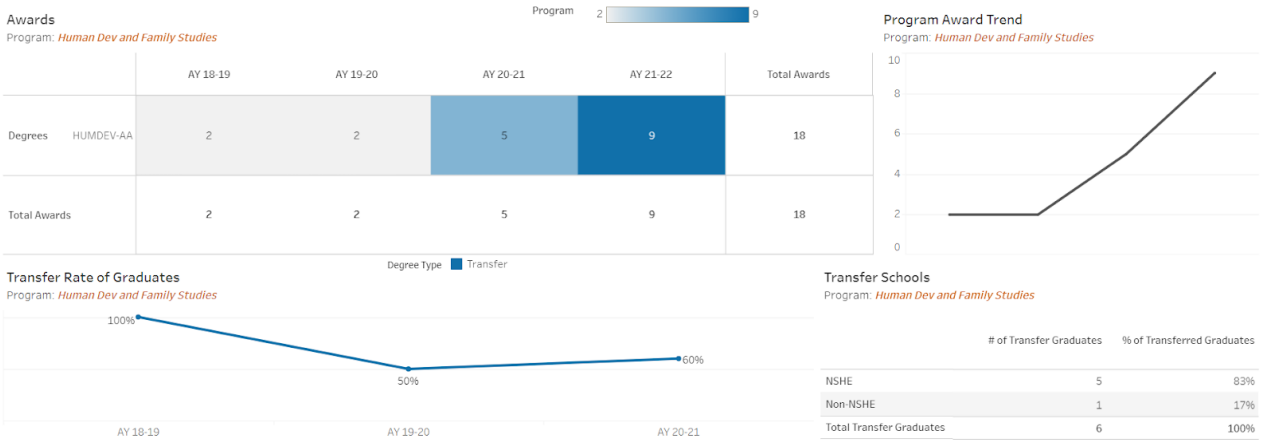


Within the HDFS program, the 5 year average for completion (79%) and successful completion (72%) rates are comparable to our division (80% and 72%, respectively), and equal to or greater than the overall college completion (79%) and successful completion (69%) rates. Analyzing by gender, males have comparable completion and successful completion rates (80% and 73%, respectively) relative to females (79% and 71%, respectively). Our Hispanic students have a higher than average rate of completion and successful completion (79% and 70%, respectively) relative to the college (76% and 65%, respectively). When analyzed by other ethnic groups (i.e. Caucasian, Asian, Black, International, 2 or more groups) rates of completion and successful completion were equal to or higher than college rates; however, our students who identify as American Indian demonstrated

lower completion (63%) and successful completion (54%) rates compared to the college as a whole. Comparatively, this is a much smaller subset of students within our HDFS program, which could be affected by outliers. First generation and Pell eligible students have an equal to or higher than average rate of completion and successful completion relative to the college. No notable gaps nor disparities were identified.

5.B. Graduation and Transfer

Human Development and Family Studies 2022-23 PUR Self-Study



Please discuss any trends or shifts that you see in the number of graduates and graduates who have transferred in the past 5 years.

Next, disaggregate the data by student demographics, and discuss any potential equity gaps: Which student populations are earning degrees or certificates compared to the demographic makeup of the program? Do graduates resemble the student demographics of the program? If not, discuss ideas to mitigate potential equity gaps.

Between AY 18-19 and AY 21-22, we awarded 18 HDFS AA degrees. Our program award trends show an upward trajectory; however, our transfer rate of graduates from AY 18-19 through AY 20-21 declined. The three-year average transfer rate is equal to 70%. Of those who transfer, 83% transfer to an NSHE institution. Of degrees awarded,

50% of recipients were Hispanic, 28% were Caucasian, 5% were American Indian and 16% were Asian. With regards to gender, the majority (n=17) of the degree recipients identified as female, and 1 identified as male. Thus, our graduates resemble the student demographics of the program. Notable equity gaps were not identified.

6.A. Faculty Achievement

Human Development and Family Studies 2022-23 PUR Self-Study

Describe the program/unit's full-time (FT) faculty credentials, experience, and highlights of significant activities and/or contributions to TMCC. Please use the format below for each FT faculty member.

- **Faculty Name, FTE**
- **Degree(s) or professional certification(s) awarded, discipline, awarding institution**
- **Substantial accomplishments or contributions to the community, especially those related to education or your discipline (e.g. mentoring, community service) (Please limit to 3)**
- **Number of years teaching at TMCC**
- **Total number of years in academia**
- **Primary courses taught**
- **Significant activities or contributions made to TMCC (Please limit to 3)**

- **Faculty Name, FTE -** Jencie Davies
- **Degree(s) or professional certification(s) awarded, discipline, awarding institution -** M.S. Human Development and Family Studies, University of Nevada Reno
- **Substantial accomplishments or contributions to the community, especially those related to education or your discipline (e.g. mentoring, community service) (Please limit to 3)**
  - Collaborate with UNR to ensure alignment between degree pathways and successful articulation for students.
  - Active member of the following community committees and workgroups: The Nevada Registry Advisory Committee (2020-Present), ECE Higher Education Workgroup (2019-Present), Nevada

Ready! Birth – 5 Standards Alignment Work Group (2020-Present), ECE Workforce Alignment Workgroup (2022-Present).

- **Number of years teaching at TMCC-** 3.5
- **Total number of years in academia-** 8
- **Primary courses taught - Jencie has taught 12 different classes at TMCC.** Below are the primary courses taught each academic year.
  - ECE 130 - Infancy
  - ECE 204 - Principles of Child Guidance
  - ECE 231 - ECE Practicum
  - ECE 250 - Introduction to ECE
  - ECE 251 - Preschool Curriculum
  - HDFS 201 - Lifespan Human Development
  - HDFS 232 - Diversity in Children
- S**ignificant activities or contributions made to TMCC (Please limit to 3)**
  - Serves as program coordinator for ECE and HDFS.
  - Reduction in student textbook costs of approximately $336 dollars over the course of study.
  - Updates to course design, assignments, and materials for all HDFS courses.

6.B. FT/PT Faculty and Student Credit Hours Taught

Human Development and Family Studies 2022-23 PUR Self-Study

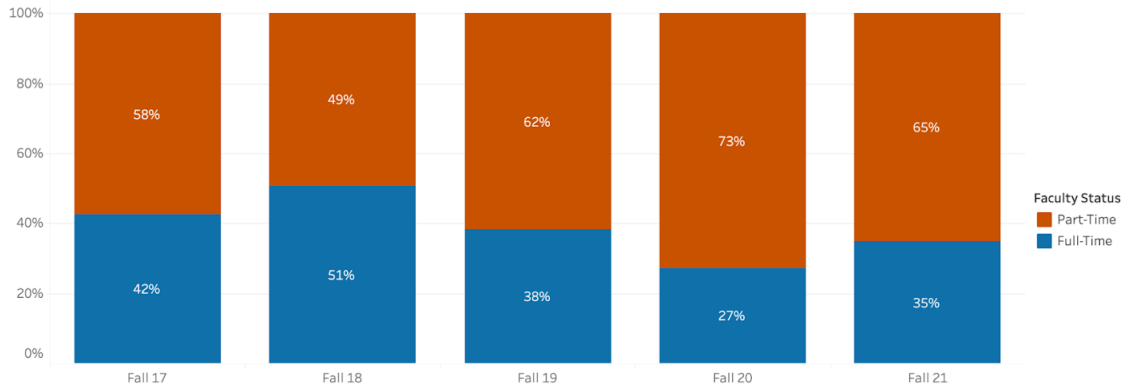
Faculty Workload

Program: Human Dev and Family Studies

Term: Fall

Student Credit Hours

Program: *Human Dev and Family Studies*



The above section shows the percent of student credit hours that were taught by Full-Time vs Part-Time faculty within your program's subject area. These student credit hours are not necessarily enrollments of your declared majors, they are enrollments by all students taking your courses. Student credit hours are defined as the sum of (enrolled students x units).

Headcount & FTE

Program: *Human Dev and Family Studies*

	Full-Time		Part-Time	
	Headcount	FTE	Headcount	FTE
Fall 17	1	0.8	4	1.0
Fall 18	2	1.0	3	1.0
Fall 19	3	1.0	5	1.0
Fall 20	2	0.4	6	1.4
Fall 21	2	0.6	5	1.4

The above section shows the headcount and the FTE (units / 15) of Full-Time vs Part-Time faculty who teach your courses. If the FTE of your FT faculty is larger than headcount, this means that the average teaching load of your FT faculty is greater than 15. If the FTE is lower than headcount, this is a reflection of the amount of release given to your FT faculty.

Describe the trends or shifts in the number of full-time (FT) and part-time (PT) faculty, and the number of student credit hours (SCH) taught by FT and PT faculty since the last program/unit review. What Impact, if any, have these trends or shifts had on the program/unit?

Between fall 2017 and fall 2021, SCH taught by full-time and part-time faculty fluctuated between 27-51% and 49-73% respectively. The decrease in SCH taught by full time faculty in AY20 reflected the retirement of one full time faculty member. From fall 2018 through fall 2022, one of our full time faculty members shared between PSY and HDFS provided instruction for HDFS 201 on a semesterly basis. That faculty member is no longer teaching at TMCC; thus, SCH taught by full time faculty will be expected to decline further in upcoming years if additional full time faculty are not hired and retained in this

area. Currently, there is one full time faculty member teaching in HDFS. It is important to note that the one full time faculty member is split between HDFS and ECE with approximately 20% of time dedicated to the HDFS program. These changes will result in an increase in SCH taught by part time faculty.

6.C. Support Staff

Human Development and Family Studies 2022-23 PUR Self-Study

Describe the program/unit's support staff, including their FTE, major duties, and any specialized credentials necessary to carry out their duties. Is the number of staff adequate to support the program/unit? Explain.

As part of the Social Sciences Department, the HDFS program has a Department Chair and one full-time Administrative Assistant that provide support in the areas of schedule building, book orders, room assignments, part-time faculty contracts, program review and other duties. The coordinator of ECE/HDFS is primarily responsible for staffing and mentoring part-time HDFS faculty, curriculum development and program assessment. There are no additional support staff dedicated to the HDFS program; while gaps have been identified in the area of teaching faculty, no gaps in support staff have been identified.

6.D. Facilities and Technology

Human Development and Family Studies 2022-23 PUR Self-Study

Describe the facilities and technology used by the program/unit, and discuss any unique requirements. These may include labs, studios, off-campus sites, computer classrooms, specialized equipment, etc. Are program/unit facilities and technology adequate to support the program? Explain.

The HDFS program does not have any unique needs for labs or specialized equipment at this time. The facilities and technology are adequate to support the program.

7.A. Five-Year Plan

Human Development and Family Studies 2022-23 PUR Self-Study

Using your analyses from previous sections, develop a 5-year plan for the program(s). Include an estimated timeline of goal completion. Please address the following questions:

- **Using the most significant curriculum and assessment-driven findings, describe strategies to sustain or improve student learning. This may include deactivating existing courses or introducing new courses or programs to meet current trends in the discipline or industry.**
- **After considering the most significant enrollment findings, discuss strategies, if needed, to improve enrollment and address these factors. These may include more efficient scheduling, streamlining pathways to completion, outreach to underserved students, internal or external factors anticipated to impact future enrollment, etc.**
- **With respect to course completion rate, graduation, and transfer, discuss strategies to enhance student success and close equity gaps. These may include curriculum changes, pedagogical changes, streamlining pathways to completion, improving advising, mentoring, retention efforts, etc.**

Considering the above strategies, what are the major goals that the department/unit hopes to accomplish in the next 5 years? Include an estimated timeline of goal completion. How does the department or unit plan align with the Academic Affairs Strategic Plan or the College's Strategic Master Plan?

- **Curriculum and Assessment**
  - There are several changes to course offerings that could improve the HDFS degree. Shifting some required ECE courses to the elective list and adding course offerings that reflect the full lifespan can help the program achieve PLOs in a more student-centered manner.
  - In reviewing the list of electives offered in the UNR HDFS course of study, there are a few courses TMCC might consider including. For example, EDU 205 and EDU 207 are already offered here at TMCC. To

ensure the HDFS degree better reflects the full scope of the lifespan, we can consider removing two of the required ECE courses (ECE 250 and ECE 204) and shifting them to the elective list. Further, HDFS 231 is currently listed as an elective, but is required in the first two years at UNR. That course needs to be updated and moved back to a requirement. Courses such as PSY 276- Aging in Modern Society and PSY 234- Psychology of Adolescence are part of our existing TMCC curriculum database and would improve the lifespan focus of the HDFS degree. UNR also offers HDFS 203 - Introduction to Human Development and Family Studies. TMCC may explore offering that course in the future. No courses need to be deactivated at this time.

- Some of the above curriculum updates can be feasibly achieved within the next academic year; however, to develop new curriculum and offerings, we need more than one full-time faculty member in the ECE/HDFS program area. Having an additional resource for this program would help us to revitalize the program curriculum. Achievement date TBD.

- **Enrollment**
  - While HDFS headcount has increased 128%, our FTE is down 31%. We can continue to monitor section fill rates and unsuccessful enrollment attempts to inform course scheduling. Shifting the course of study to allow more flexibility in class selection may increase enrollment for students who do not want to focus on early childhood. While our FTE is down, anecdotally, this does reflect a similar trend in other HDFS programs.
- **Course Completion, Graduation, and Transfer**
  - The course completion rates are strong overall indicating that our curriculum and pedagogy are working for students. No equity gaps were found in the data presented here. Some minor changes do need to occur. Course outcomes for HDFS 232 need to be updated and an additional course assessment is needed for HDFS 201.
  - Advising and mentoring efforts can be improved. The coordinator can work with the TMCC advising office to ensure all advisors have current knowledge about the HDFS program. Career maps and course of study outlines will also help students see what an HDFS degree can lead to.
  - In looking at the decrease in transfer rates, we can partner with the UNR HDFS program to create opportunities for students to visit and partner with upper-division students, possibly through a

collaborative HDFS club. Bringing in HDFS advisors more consistently to discuss transfer with our students can also help reduce barriers and encourage students to graduate.

Goal #1 - Hire an additional full time faculty for the HDFS & ECE program area. This aligns with the Academic Affairs Strategic Objective 5, to recruit, develop, and retain diverse faculty. Target completion - AY 24-25.

Goal #2 - Update the course of study to better reflect the lifespan. This aligns with both the TMCC Strategic Objective related to workforce. It also aligns with Academic Affairs Objective 3, prepare students for further education and employment in the community by offering well-planned, in-demand, and high-quality programming. Target completion - AY 23-24.

Goal #3 - Partner with the UNR HDFS program to create consistent alignment, articulation, and reduce barriers to transfer. This aligns with Academic Affairs Strategic Objective 6, improve student completion through curricular enrichment activities and academic support services. Target completion - ongoing.

8.A. Resource Requests

Human Development and Family Studies 2022-23 PUR Self-Study

Identify any resource requests. For each request, please indicate whether the request is for an additional faculty and/or staff position, capital improvements (facilities), technology or specialized instructional resources, or professional development. Address the following items:

- **Request (Additional faculty/staff, capital improvements, technology or other specialized instructional resources, or professional development)**
- **Estimated time to hire or time the request will be made.**
- **Projected measurable outcomes. Which PLOs and/or student success metrics does the department hope to improve as a result of the request?**

- **Alignment to the Academic Affairs or College's Strategic Plan**

Request # 1: Unfreeze the tenure-track line for the ECE & HDFS program area.
Timeline: Approval was received for a one-year hire in AY 23-24; thus, our goal would be to conduct a tenure-track position search in Spring 2024.
Outcomes: Reinvigoration of the HDFS program curriculum, measured through updated course offerings and/or curriculum.
Alignment: Objective 3 of the Academic Affairs Plan: “Prepare students for further education and employment in the community by offering well-planned, in-demand, and high-quality programs.”

Request # 2: Support travel and conference attendance for a full-time faculty member to attend a relevant national conference annually.
Timeline: Ongoing
Outcomes: Update of the HDFS curriculum, measured through current and relevant course curriculum.
Alignment: Objective 3 of the Academic Affairs Plan: “Prepare students for further education and employment in the community by offering well-planned, in-demand, and high-quality programs.” Objective 4 of the Academic Affairs Plan: “Enhance student learning through ongoing faculty professional development.”

Academic Standards and Assessment Committee Findings and Recommendations

Human Development and Family Studies 2022-23 PUR Self-Study

Review Date: 4/14/23
Meeting Date: 5/10/23
Entered into eLumen: 5/10/23

Academic Standards and Assessment Committee’s Findings:

The Academic Standards and Assessment Committee finds that the HDFS program is a viable program (though the fill rates and FTE should be closely monitored). The program is committed to accessibility and affordability and shows no equity gaps in course pass rates or completion. The committee is concerned about the declining fill rates and FTE. We concur with the dean that unfreezing the ECE/HDFS faculty line is needed for the HDFS program to grow and continue to serve students.

Program Strengths:

- It is clear that the program takes both accessibility and affordability seriously and works on both proactively.
- The program's curriculum map is thorough, complete, and shows scaffolding of learning throughout the program.
- There has been active assessment of HDFS courses and these have been analyzed and evaluated from a programmatic level; assessment results are being used to improve the program.
- Low unsuccessful enrollment attempts support student centric scheduling.
- Faculty are trained to be culturally sensitive in their discipline.
- Demographic data is thoroughly analyzed for equity gaps. The male:female equity gap has narrowed.
- Analysis for equity gaps in course pass rates is thorough and there are no obvious equity gaps.
- The 5-year plan includes feasible goals with timelines.

Areas of Concern or Improvement:

- HDFS 201 and 202 are general education courses for Social Science for AAS/AGS/CT; HDFS 232 is Diversity general education; but have not been assessed as such.
- There is a notable decline in enrollment though section counts have remained stable. Fill rates have declined almost 30% over the 5-year period.
- There is only one FT faculty member shared between HDFS and ECE hindering program improvement.

Recommendations:

- Develop an HDFS specific mission statement.
- Implement the self-identified plan to update HDFS 232, reevaluate WMST 250 and HDFS 231, and better align with UNR.
- Generate a plan to assess HDFS 201 and 202 for general education Social Science AAS/AGS/CT and HDFS 232 for general education Diversity learning outcomes by Spring24.
- Closely monitor program enrollment and fill rate decline.
- Develop and implement ideas (e.g., work with marketing, social media) to increase program awareness and FTE.
- The ASA committee recognizes the need for a dedicated FT faculty member for the HDFS program and supports unfreezing the current faculty line, which is also supported by the dean.

Other comments:

This question has not been answered yet

Dean's Findings and Recommendations

Human Development and Family Studies 2022-23 PUR Self-Study

Academic Dean’s Findings:

The Program Unit Review for the Human Development and Family Studies Program has been well done and has revealed some areas in need of improvement. It also has demonstrated that work has been done already to make program improvements. I am in agreement with the analysis, suggestions for improvement, five year plan and resources requested. HDFS is a program that started out with a great deal of interest and has seen a reduction in that interest which the suggested changes may help resolve. This program has a lot of potential and I believe that with greater attention and focus placed on the program over the next few years we will see it revive again.

Strengths:

The HDFS program has many strengths including:

- The program has high completion rates across all demographics.
- The program serves an ethnically diverse group of students with Hispanic students being it's prime demographic.
- Courses are accessible and a focus has been placed on ensuring this.
- Text costs have been dramatically reduced for this program.
- PLOs are on target and CLOs align with PLOs.
- An effective transfer agreement is in place.

Areas for Improvement:

The HDFS program has a handful of areas that could use improvement, including:

- We have a frozen full time faculty line which is meant to be the second faculty member that serves over both ECE and HDFS. Without this position in place, the program has suffered from lack of attention. It is essential that this position be unfrozen and filled in the next academic year.
- The program is seeing declining enrollment.
- The program has an ECE focus which is not the goal of many students. The program needs revision to provide focus options while still seamlessly transferring as a 2+2 program.
- Some CLOs and curriculum need to be reworked to improve the program.

Summary Action Recommended (Continue program(s), significantly revise, discontinue, etc. followed by explanation):

I strongly support the continuation of this program. With the suggested changes, I believe this program has great potential to get back onto a path of growth.

Recommendations and Implementation Timeline:

I am in full agreement with the recommendations made by Professor Davies and with her suggested timeline for completion.

Resources Necessary for Implementation of Recommendations:

Resources will be needed to fill the full time position that has been frozen including salary and fringe which are already in the budget. This position should be recruited for an finalized in Spring of 2024 for a Fall of 2024 start date.

Resources will be needed to cover at least one faculty member to attend a related professional development conference or program. The $300 in PD that has been traditionally set aside for each faculty member does not even begin to cover the costs of any professional development opportunity. It is recommended that a few thousand dollars be added to the budget to cover this.

Impact of Recommendations on Division Planning:

There will be no significant impact on division planning to implement the recommendations.

Impact of Recommendations on Program/Unit Faculty:

The recommendations benefit faculty and so there are no negative impacts of the recommendations.

Vice President of Academic Affairs' Findings and Recommendations

Human Development and Family Studies 2022-23 PUR Self-Study

VPAA's Findings and Conclusions: (Include which of the ASA Committee's and Dean's findings and recommendations were upheld or not upheld.)

HDFS is a strong program with a viable future. The enrollments, though 30% lower than a few years prior, are still significant. The number fill rates have fallen in proportion to the higher number of sections offered, given the effort to provide more courses/modalities. A curricular refresh may help garner further enrollments as well.

Strengths:

As in the case of ECE, Professor Davies is the anchor for this program and her work is very valuable. Two PURs and a NAEYC accreditation site visit in the span of a year is a significant lift. The division and college certainly recognize her for this effort. The curriculum has clear value, and the transferability to UNR is an important pathway for graduates.

Areas for Improvement:

Reviewers have pointed to the need to diversify the curriculum to include a wider range of the human lifespan, as well as to ensure continued alignment with the UNR major. Working to improve program awareness in the community may also benefit. Do WCSD students know about this program option? Some outreach may help.

Recommendations and Next Steps for the Program Based on the PUR:
(Include whether the program should be continued, significantly revised, or discontinued, followed by a rationale.)

This program should definitely continue. It features significant enrollment and is a valuable transfer program. I agree with the recommendation that an HDFS mission statement should be created.

Resources Needed to Implement Recommendations Towards Program Improvement or Enhancement:

As VP Peyerl begins to restore frozen lines in this new biennium, my office will aim to include the ECE/HDFS line in future restoration discussions.