

Jordan College of Agricultural Sciences and Technology
Department of Child and Family Science
2019-20 ANNUAL REPORT

1. Professional Accomplishments

A. Executive Summary

B. Progress on 2019-2020 Goals

1. *Create a curriculum plan for course planning and scheduling purposes. This needs to be based on a review of curricular needs from the student perspective, and with the goal of equitable responsiveness to instructor preferences.*

Much to my astonishment, we made this happen. My intention was to force every faculty member to alternate schedules such that everyone had a semester of Tues/Thurs classes and a semester of Mon/Wed/Fri classes. Under that pressure, everyone got creative to find a better solution. Three things had to happen first:

- a. I determined the required number of sections of each class based on our recent curricular revisions, our target decrease in program size, and other programs' needs for CFS classes.
- b. Our advisor gave us a list of requirements from a student need point of view (class a can't conflict with class b because students often take them together, class c needs a section in the afternoon, etc.).
- c. Faculty (full- and part-time) submitted, in writing, their preferences for both class assignments and scheduling.

Using all of this information, we pieced together a solution. We changed our faculty meeting to Friday afternoon (from Tuesday). Some faculty agreed to teach at 8am. Some agreed to evening classes. We extended the 1hr 15 min class slots to 6:15 (instead of 4:45) each day. It took all of these small modifications, but eventually, I created a template for our schedule whereby some faculty have a Tues/Thurs schedule, and others have a Mon/Wed/Fri schedule, but everyone is content with what they have. The chair will no longer have to piece together the schedule from scratch every single semester. Honestly, it feels like my most significant accomplishment as department chair!

2. *Explore pedagogy in CFS. Provide training, discussion, and support for all faculty to help with effective teaching. Develop systems to orient, train, monitor, and support part-time faculty such that we build a stable and reliable part-time faculty body.*

We did not provide any training specifically for our part-time faculty, but thanks to COVID19, discussions about pedagogy were pushed to the fore for all of our faculty. Even before the pandemic, we scheduled monthly teaching roundtables at times when part-time faculty could attend (we alternated between a late afternoon happy hour one month, and an early morning coffee break the next). Those were well-attended. The chair included part-time faculty in the continued practice of weekly Communication and Announcements emails. So we were doing okay with building cohesiveness. And then, with the abrupt shift to online instruction, we were all forced into learning mode and lots of support was offered amongst the entire faculty body. Some part-time faculty effectively fell off the radar, but most were deeply engaged in those discussions and the informal teaching roundtables that continued by zoom. So overall, this feels successful even though no formal department structure was created for this.

3. *Revisit the issues of how to sustain faculty research and effectively mentor tenure-track faculty.*

We did not do this. Honestly, it feels quite daunting given the requirements for teaching that are mandatory. We had intended to at least bat around ideas a bit, but that didn't happen. We hope that moving into the College of Social Sciences will expand our professional connections with scholars whose work is comparable to our own, and that this will help us to develop ideas and relationships that will help with this.

4. *Review and codify processes for faculty self-governance at the level of the department. This will include addressing how things happen such as: meeting agendas, academic year goals, committee/task appointments, etc.*

We created our first-ever policy on department governance. It creates department committees and requirements for service on them to help assure that department service is equitable. This was sometimes quite tense, but the final product is acceptable to all, and we believe it is a good first effort at more organized department structure where department work is shared more equitably.

5. *Pursue the possibility of moving out of the Jordan College. Arrive at a decision and an action plan.*

This was successful, and our move into the College of Social Sciences will be effective July 1, 2020.

6. *Decide on the future of the CFS Advisory Board. We have struggled (unsuccessfully, it seems) to find a way to make this body relevant. We need to decide what to do with it.*

We decided to disband our Advisory Board, and replace it with annual meetings with agencies and organizations that hire our graduates. But instead of one consistent board, each meeting will be organized around a theme (e.g., child care, elementary school settings, graduate school programs, risk and crisis, family life education, etc.).

C. Goals for 2020-21

1. Facilitate the transition to online instruction for next year. Create plans to allow graduation for students who may not get to have a traditional capstone class experience.
2. Revisions to curriculum to correct the identified problems with prerequisites.
3. Transition to the College of Social Science. Include advising, website revisions, connections to new committees, and the physical move into our new office space.
4. Complete site-visit for program review, if possible.

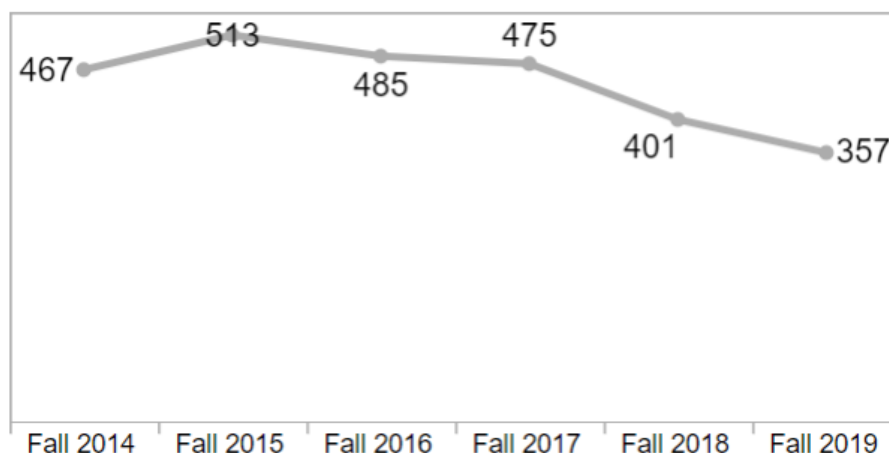
D. Unit Accomplishments

A. Student Success

1. *Program Size*

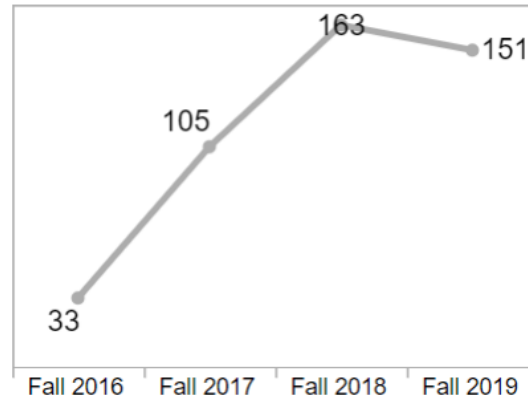
We have been trying to reduce our program size since we peaked with over 500 students in 2015 because that is unsustainable for the size of our faculty. Our efforts seem to be successful. We have reduced our number of students down to about 350.

All Majors (2014-2019)



We also seem to have stabilized in terms of the number of students in the pre-major (and thus excluded from most major classes.

Pre-CFS Majors (2016-2019)



According to the numbers, we now have about 200 students in the major, with 150 in the pre-major. This was our goal, as we believe we have the capacity to serve 200 majors very well. Therefore, at this point, we intend to maintain the program as is.

2. Graduation Rate

	University 2019	2025 Goal	Current Year	Current minus 1	Current minus 2	Current minus 3	Current minus 4
6-year Graduation Rate for Freshmen	56%	69%	73% (n=97) 2013	72% (n=79) 2012	62% (n=92) 2011	60% (n=104) 2010	65% (n=82) 2009
4-year Graduation Rate for Freshman	18%	35%	24% (n=86) 2015	12% (n=57) 2014	22% (n=96) 2013	14% (n=79) 2012	13% (n=92) 2011
4-year Graduation Rate for Transfers	76%	80%	84% (n=37) 2015	86% (n=43) 2014	83% (n=60) 2013	74% (n=43) 2012	67% (n=45) 2011
2-year Graduation Rate for Transfers	28%	34%	24% (n=34) 2017	38% (n=37) 2016	33% (n=48) 2015	31% (n=61) 2014	23% (n=60) 2013

Green: meets or surpasses 2025 goal

Yellow: close to the 2025 goal

Red: far from 2025 goal

Graduation rates make it clear that our students are not on the 4-year plan, but they are doing pretty well on the 6-year plan.

3. *Percent A*

After making sincere efforts to reduce grade inflation in our program about a decade ago, we are content with the grade profiles of our classes. But we continue to monitor the courses in which grade inflation has been likely in recent years.

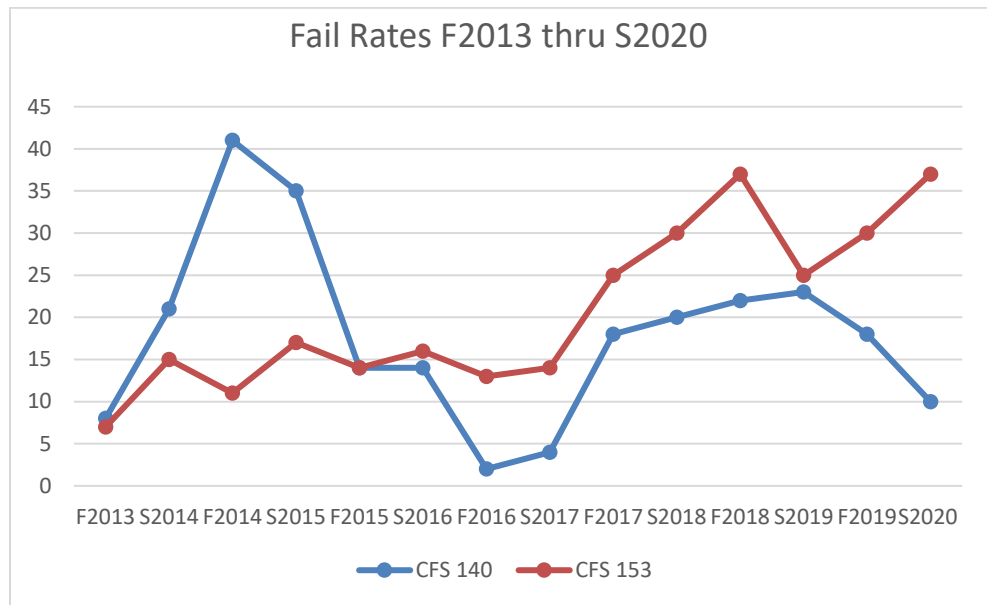
	S2020	F2019	2018-19	2017-18	2016-17
CFS 31 – Intro to Families	42%	18%	14%	21%	70%
CFS 37 – Intro Practicum	42%	6%	14%	15%	43%
CFS 100 – Intro to Profession	29%	22%	42%	51%	93%
CFS 130W – Professional Writing	33%	40%	26%	45%	72%
CFS 134 – Multicultural	34%	21%	24%	26%	50%
CFS 139 – Advanced Practicum	35%	38%	34%	39%	66%
Green: 0-29% As is good					
Yellow: 30-49%As is worrisome.					
Red: 50-100% As is a problem.					

Overall, we see this as a reasonable grade profile that does not suggest grade inflation. Our CFS 139 is persistently high, but that is a capstone class for students who have successfully completed all other course requirements, so we would expect it to be full of academically successful students. We also note that the COVID-19 situation probably produced some grade inflation in Spring 2020 as grading standards were relaxed to accommodate the bizarre circumstances.

4. *Percent DFW*

Our department does not have any courses that have been identified by the University as having high DFW rates. But we have a couple of courses that we are monitoring nonetheless: CFS 140 and 153.

CFS 140 has historically been considered the most difficult course in our curriculum. Its fail rate has fluctuated. CFS 153 was taught in Psychology for many years, and has been taught by us since only 2017. It had gradually become grade inflated in Psych, but the fail rate was very high when we assumed the course, and we have been trying to bring that down.



Fail rates in CFS 140 have stabilized between 10 and 20%. But fail rates in CFS 153 remain high. The data from Spring 2020 are very difficult to interpret, due to the disruption caused by COVID19. It create atypical hardships for students, perhaps causing them to fail when they would not have otherwise. But it also produced a great deal of pressure on faculty to be lenient in their grading. As a check on these pressures, I looked at the record of every single student who failed CFS 153 in spring 2020. Every one of them, without exception, had failed both exam 1 and exam 2 before the transition to virtual instruction. Therefore, I conclude that this fail rate was not produced by COVID19. We will continue to work on adjusting instruction to help students succeed in this class.

B. Operational Performance

1. Workplace Quality Survey

The Department of Child and Family Science had ten responses to the Workplace Quality Survey, which represents only about a 50% response rate (in spring 2019, we had 6 T/TT faculty, 1 FT lecturer, about 10 PT faculty, and 2 staff). Therefore, we hesitate to make too much of the results. Nonetheless, I will summarize the major findings.

Departmental results appear to be generally favorable, more so than the Jordan College, and more so than the university as a whole.

Percent favorable responses:

Category	University	JCAST	CFS
Job Satisfaction/Support	73%	79%	93%
Teaching Environment	58	60	78
Professional Development	71	75	85
Compensation, Benefits, Work/Life Balance	67	69	79
Facilities	56	48	67
Policies, Resources, Efficiency	60	61	74
Shared Governance	56	54	67
Pride	74	79	81
Supervisors/Dept Chairs	71	81	84
Senior Leadership	57	53	61
Faculty, Admin, & Staff Relations	53	54	78
Communication	52	61	68
Collaboration	54	63	60
Fairness	52	56	79
Respect & Appreciation	56	61	62
CSU Fresno Custom	65	71	78

The items on which we have less satisfaction:

- Some have to do with university leadership and are beyond our control (facilities, policies & resources, senior leadership)
- We hope to improve our “shared governance” with the creation of our department shared governance policy.
- We hope that our satisfaction with collaboration improves with the move of our department into the College of Social Sciences.
- Our “respect and appreciation” score is a low one for us. We will discuss this next year to try to get to the root of the problem.

2. COVID 19

Like all departments on campus, we scrambled to move our coursework online in March. We relied heavily on our resident expert in online education, Dr. Hammons. We also collaborated to share some of our tools for online instruction and discuss some of the issues we confronted. Overall, it was remarkably successful. It appears that there was some grade inflation, but it was limited to just a few courses. Several faculty reported that they felt undermined by what they perceived as our Provost’s regular reminders to relax grading standards. I hope that this pressure to relax grading standards won’t continue as we remain online in the fall.

C. Broadening and Deepening Relationships

1. *Broaden and deepen relationships*

Relationships with external audiences are central to our curriculum, as all of our students complete a capstone experience that places them in a community setting: a preschool, an elementary school, or a community agency. Our faculty spend considerable energy every year maintaining those relationships. This year was no different.

2. *Advisory Board*

As described above, we decided this year to disband our advisory board.