

Self-Study Report

Name of Program: Human Development

Name of Program Chair: Kate Burns

Date of Last Program Review: April 2006

Date the Current Self-Study Report approved by Program Executive Committee: 1/31/14

FEB 03 2014

Office of the
Dean of Liberal Arts and Sciences

Section A. Mission Statement and Program Description

1) State program's mission and explain how it relates to UW-Green Bay's select mission and the institution's overall strategic plan.

Consistent with the interdisciplinary focus of UW-Green Bay, Human Development is a liberal arts program that works to integrate the contributions of psychologists, biologists, anthropologists, sociologists, and scholars from other fields to improve our understanding of the life cycle. Students have opportunities to apply knowledge and to practice the integration of information and methods from different disciplines. Human Development is consistent with the select mission in its interdisciplinary focus. Also in line with the select mission, it allows students to develop their critical thinking skills by taking coursework in statistics and methods and better appreciate diversity by taking advanced coursework in gender and cultural diversity.

The program places great value on teaching, learning, scholarly inquiry, and creativity for both faculty and students. Faculty scholarship is strongly encouraged and supported, as is the involvement of students in research projects. Human Development strives to provide students with the knowledge and skills required for post-graduate study and/or professional entry level positions in a variety of careers, such as human services, child care, counseling, business, and gerontology. Through their participation in internships, service learning, and other individualized learning experiences, students are encouraged to apply their knowledge in activities that demonstrate their engagement with and commitment to the community, which is consistent with the strategic plan goals of commitment to community and meeting the needs of students.

2) Describe program's requirements and explain how they relate to UW-Green Bay's select mission and the institution's overall strategic plan.

Students follow an introduction to the major with courses that first advance the major's learning objectives of developing basic skills such as informational literacy, research skills, and learning about diverse contexts (critical thinking and appreciating diversity from select mission). Next, students choose courses from the different disciplines (e.g., biology, anthropology, sociology) that contribute to the field of human development. Students also pursue in-depth studies of the core phases of development before taking advanced courses in specific areas of the field (e.g., family, gender, and cross-cultural development). Students select these upper-level electives based, at least in part, on their particular career goals (meeting the needs of students from strategic plan).

3) Note any changes that have been made to your program mission and requirements since the last review.

The program's mission has not substantially changed since the last program review. However, there have been significant curricular changes. We have reorganized the curriculum so it better
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describes the field of human development. In doing this, we outlined the three areas of multidisciplinary coursework: psychology (where we deleted Psych 435 Abnormal Psychology and added Psych 417 Psychology of Cognitive Processes), sociology/anthropology (all of these courses are new since the last program review), and biology (the strongly recommended emphasis was taken off Hum Dev 350 Developmental Psychobiology, other courses were added or deleted so students could take lower or upper level courses).

We have created three new courses. Two courses count toward the advanced coursework (Personal Relationships, Spirituality and Development) and one establishes a methods requirement (Developmental Research Methods). At the last program review, Developmental Research Methods had begun to be taught with no lab as an elective Interdisciplinary Topics course. The internship (Hum Dev 497) can now count toward the major requirements. For the statistics requirement, Comm Sci 205 Social Science Statistics is now strongly recommended and business majors/minors are allowed to take Bus Adm 216 Business Statistics. Finally, Hum Dev 440 Human Development Senior Seminar was deleted from the curriculum.

4) Provide a description of your program's curricular strengths and areas in need of improvement.

In terms of curricular strengths, the coursework allows for a strong foundation in statistics and methods, a full representation of the lifespan, as well as focused study in family and relationships, gender and cultural diversity, and advanced specialization. One particular advantage of the Human Development program is the opportunity for undergraduate students to gain practical experience, and many work with faculty on independent research projects or as research assistants or teaching assistants. Human Development also strives to educate students who are committed to and engaged in their communities. Therefore, students are strongly encouraged to seek applied experience through an internship in an approved community agency, part-time employment, or volunteer work. Such experiences are beneficial when entering the job market or seeking admission to graduate and professional schools.

The Human Development program has revised its curriculum for the 2014-2015 catalog year to address some areas in need of improvement. In the revised curriculum, we added an introduction to public policy course requirement, reorganized/modified the categories for the upper-level courses, and eliminated upper-level courses in Sociology, Anthropology, and Human Biology.

We felt that public policy is a key part of Human Development that is not present in our curriculum. The addition of a public policy introductory class (i.e., PU EN AF 202 or PU EN AF 215 or POLI SCI 101) will set the stage for greater understanding and appreciation of public policy. We also recently hired Joel Muraco (to start Fall 2014), who will likely develop and teach upper-level Human Development public policy classes.

We thought our current organization of the advanced coursework was confusing (e.g., Human Sexuality appears in two categories, but only counts toward one category) and does not adequately describe the core topics in Human Development. The new categories are Sociocultural (with subheadings Family and Relationships, Gender and Diversity), Biological and Health, Psychological, and Elective Courses. The changes more clearly organize what we see as the core areas within Human Development and tell a more cohesive story.

Finally, the courses in Sociology, Anthropology, and Human Biology that we previously relied on are being taught less frequently and/or are difficult for our students to get into, which has required an increasing number of course substitutions. In addition, the anthropology minor was recently dropped, which will further limit these course offerings. Instead we will be relying on courses within Human Development to address these key perspectives (e.g., Developmental Psychobiology to cover biological and health areas).

Section B. Student Learning Outcomes Assessment

1) Describe the program's intended student learning outcomes and the methods used to assess them.

We have 5 overall student learning outcomes: basic skills, theoretical knowledge, research skills, application, and diverse context.

Basic Skills: Consistent with UWGB's General Education Learning Objectives, students will demonstrate skills in listening, speaking, writing, and use of computers, as well as critical thinking and problem-solving. Examples of specific skills in these areas include (but are not limited to):

- Use APA style effectively when writing papers
- Demonstrate basic proficiency with a computer-based statistical package
- Use library facilities and computerized databases (e.g., PsychINFO) to locate pertinent information
- Present material effectively in class participation and in individual and group oral presentations

Theoretical Knowledge: Students will understand physical, cognitive, emotional, and social development across the life span and the major theoretical perspectives in the field.

- Learn to evaluate alternative approaches to promoting optimal human development
- Conceptualize the field in terms of the complexity or reciprocal biopsychosocial interactions

Research Skills: Students will possess an understanding of the scientific methods involved in research on human development.

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- Have the ability to critically assess the merits of basic and applied research
- Have the ability to accurately interpret and use such research
- Understand the basic principles of research designs from the variety of relevant disciplines
- Understand the ethical issues involved in research

Application: Students will apply knowledge of human development to intrapersonal, interpersonal, and societal issues.

- Participate, for example, in service learning, applied research, and/or internships
- Have the ability to apply information gained in the major toward future career and personal goals
- Engage in positive citizenship
- Be proficient in solving multidisciplinary problems
- Understand the ethical issues involved in application

Diverse Context: Students will recognize the role of context (i.e., ecological systems) in the processes of human development.

- Understand and be able to apply key components of cultural diversity (e.g., social class, ethnicity, gender, sexual orientation)
- Develop an understanding of the ways in which historical periods influence human development

These learning outcomes have not changed since the last program review. However, we have taken steps to further assess some of these outcomes and have publicized these learning outcomes more. For example, instructors include their learning outcomes on their syllabi and students read over the list of learning outcomes and answer a question about them when they declare their major or minor.

We have used several methods to assess these learning outcomes.

- a) We developed a grid of each of the learning outcomes and had instructors rate how much they covered and assessed the learning outcomes in their class (significant, moderate, minimal, none). We also specifically asked how they covered it in class (e.g., handout, lecture, etc.) and how they assessed it (e.g., presentation, paper, etc.).
- b) We have administered an APA style quiz to students in Developmental Research Methods and compared performance to another course to assess the APA style component of the basic skills learning outcomes.

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- c) We have collected the final projects for the Developmental Research Methods course and have done some coding of them. They have been coded for the APA style component of basic skills, but could also be coded for the research learning outcome.
- d) We have administered an exit survey to graduating seniors to ask their overall perceptions about meeting the learning outcomes.
- e) We recently asked supplemental CCQ items to students about their perceptions of meeting the learning outcomes in that class.
- f) We collected student success data, including relying on the graduating senior survey, alumni survey, and graduate school placement data.
- g) We have collected internship evaluation data from supervisors, with questions related to the application and diverse context learning outcomes.

2) Analyze the assessment results and describe the conclusions drawn from that analysis.

- a) From the learning outcome grid, we found that many of the learning outcomes were reported by instructors as being covered in their classes. This led to a discussion of whether certain learning outcomes should be “assigned” to certain classes. For example, should we expect that students leaving a certain course will have covered specific learning outcomes and therefore free up other classes? The grid also demonstrated some holes that we have in our curriculum in terms of coverage and assessment. Specifically, demonstrating basic proficiency with a computer-based statistical package (Basic Skills 2) was only found in one class. Furthermore, there was not a lot of coverage and assessment of the application learning outcomes. We discussed whether we should re-evaluate those learning outcomes or ensure that certain classes have those experiences.

- b) For the APA style quiz, we found that students in Developmental Research Methods performed significantly better than students in a different human development course. Item analysis revealed, however, that there were specific topics about which students demonstrated strong understanding (e.g., content of the Methods section in a research paper) and others that were areas of weakness (e.g., where a citation should be placed within a paragraph). We were encouraged that students were learning APA style well in this class, but have since discussed how we might be more consistent across the classes in how we present this material.

- c) We have coded some of the Methods papers for demonstrating the APA style learning outcome. For the 8 papers that were coded, the majority of the papers showed good or excellent performance for their title page, use of citations, and reference page formatting. However, in terms of formatting of references, no papers received good or excellent ratings (88% acceptable, 12% unacceptable). Finally, 38% of papers were rated as unacceptable for the page formatting.

We have not coded the Methods papers for the research learning outcome. Psychology had received a grant to work on a project similar to this and it was a large undertaking.

- d) For the exit survey, 40% of December 2012 graduates and 31% of May/August 2013 graduates responded to questions about their achievement of the learning outcomes in the major. Overall, students reported good self-reported level of achievement (8.3+ on a 10 point scale or 5+ on a 6 point scale) for most outcomes. The lowest self-reported outcomes were understanding research methods (winter), critically assessing original research (winter), statistical analyses (both), and interpretation of results (both). While these outcomes were still above the midpoint of the scale, they speak to the need for greater practice and integration of these skills, especially for statistical analyses (as the lowest score).
- e) In the CCQ data, we relied on students to administer the supplemental surveys with the CCQ standard survey. However, we had some students fail to administer the supplemental survey. We received results from eight classes [Intro, Infancy, Middle Childhood (2 sections), Adulthood (2 sections), Developmental Research Methods (2 sections), Dying, Death, and Loss (2 sections), Gender Development Across the Lifespan, and Spirituality and Development]. Overall, students reported good self-reported level of achievement (8.3+ on 10 point scale) for most of the learning outcomes: being able give an effective class presentation, having a good understanding of development in the lifespan, applying their class knowledge to understand social problems or their career goals, having a good understanding of how sexual orientation and gender might apply to development, how to use library resources, ability to critically evaluate different approaches to promoting healthy development, and ethical issues in human development practice. Students also reported somewhat good self-reported level of achievement (7.8+ on 10 point scale) for some of the other learning outcomes: having a good understanding of development in lifespan (for the intro class, 1 section of middle, 1 section of adulthood), having a good understanding of positive citizenship, applying their class knowledge to career goals (for 1 section of death, dying, and loss), using library

resources (Spirituality and Development), giving an effective class presentation (Spirituality and Development), and understanding social or human problems (1 section of Adulthood). Learning outcomes that were self-reported as somewhat lower, though still above the midpoint of the scale, were understanding social or human problems (Spirituality and Development) and understanding how historical context might shape human development (1 section of adulthood, though the other section was significantly higher). This may be because we created the learning outcome grid some time ago and courses may have changed the instructor and/or what learning outcomes they cover in these classes. We may need to update the learning outcome grid we reported on in Section A.

For the methods courses specifically, students reported a fair to good (8 and 8.3, all on 10 point scales) understanding of the methods used to conduct research on human development, a fair ability (7.5 and 7.9) to critically assess strengths and weaknesses of original research, a fair ability (7.6 and 7.8) to accurately interpret and apply the results of research, a good ability (8.4 and 8.6) to identify and describe research designs, and a very good (8.6 and 8.9) understanding of ethical issues in research.

Two things are important to note here. First, since these data rely on students' self-reports, it is somewhat difficult to determine their actual level of understanding from them. Second, these results should not cast a shadow on the developmental research methods course. This course is often the first exposure students have to these concepts. These data, in conjunction with the exit survey data, show that students are more confident in their research skills after completing the research methods course, but that their confidence decreases as they graduate. This speaks to the need for greater practice in research methods in the upper level courses to further build these skills.

- f) For the student success data (alumni survey, graduating senior survey, grad school placement data), in 2011-2012, we had at least 12 current students accepted to master's programs and 6 students accepted to top-flight Ph.D. programs, including Ohio State University, Iowa State University, and Auburn University. Human Development majors reported themselves as more likely to stop at a bachelor's degree as their highest degree planned on both the graduating senior and alumni surveys compared to UWGB students overall. Human Development majors felt more connected to UWGB, but would be more likely to choose a different major at UWGB if they could start over according to the

alumni survey. Human Development majors were more likely to report that they were encouraged to become involved in community affairs on the alumni survey.

- g) For the internship evaluation data, we collected 67 supervisor evaluations from 2008 to 2013, comprising 24% of all internships done in that time period. Averaging across items, 80% of students received evaluations of “exceeds expectations” or “superior strength”, indicating that they were successfully able to demonstrate the application learning outcome. It should be noted that students need a 3.0 GPA or higher to pursue an internship so they are our top students. Two students were rated as having “significant weakness” in ability to relate to and build rapport with students, ability to manage student behavior, and enthusiasm/energy. However, all other students received at least an “acceptable” rating on all of the questions. Students also showed good awareness of and sensitivity to multicultural and gender issues with 66% receiving a superior or exceeds expectations rating.

3) Describe what specific actions were taken as a result of the assessment of student outcomes learning.

We have talked about assessment at several department meetings, including discussing the learning outcome grid and its conclusions, as well as the results of the APA style quiz and its conclusions. We just compiled the CCQ supplemental data and have not had an opportunity to discuss those as a department until now. Based on our initial discussions, some instructors have already started taking steps to make their classes focus more on some of the learning outcomes. We re-did our internship evaluations to make them more closely aligned to our learning outcomes so we could get more useful data. Overall, we have collected more assessment data since the last program review; however, we are still working on “closing the loop” to respond to these data.

Section C. Program Accomplishments and Student Successes

1) Describe your program’s major accomplishments and student successes since the last Academic Program Review (e.g., internship program; enrollment increases; student achievements, awards, publications, and presentations; faculty scholarly activity; graduate school admission; diversification of students and faculty; program and faculty awards).

Human Development faculty members are remarkably productive. For example, they produced 12 publications and 42 presentations in 2007-2008 and this number jumped to 41 publications and 44 presentations in 2012-2013. Our newest faculty member Sawa Senzaki is eager to start her research on cognitive development and how it is influenced by cultural contexts.

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Since the last program review, we have added more faculty members and increased in our diversity by hiring Jenell Holstead, Jennifer Lanter, Deirdre Radosevich, Sawa Senzaki, Christine Smith, and recently hiring Joel Muraco. We have also successfully promoted many assistant professors to the associate level.

The Human Development Faculty have shown a considerable amount of leadership at the national, state, and local levels. Two of the faculty members have been presidents of national organizations: Illene Cupit for the Association for Death Education and Counseling and Regan Gurung for the Society for Teaching of Psychology. Several have been responsible for national conference planning: Kate Burns and Regan Gurung for the Society for Personality and Social Psychology Teaching Preconference and Kris Vespia for the Society for the Teaching of Psychology. In addition, Christine Smith serves on the national executive committee for the Society for the Psychology of Women. Within the state, Jenell Holstead consults for the Department of Public Instruction and Dennis Lorenz serves as a board member for the Wisconsin Council on Problem Gambling. Within the community, Jen Lanter serves as Chair of the United Way Impact Council on Children, Youth, and Families, Ryan Martin serves as Vice-President of the Brown County Chapter of the National Alliance on Mental Illness, and Deirdre Radosevich provides therapy for troubled children with Family Services. On campus, Dean Von Dras founded The Gerontology Center, Georjeanna Wilson-Doenges was named advisor of the year for her work with Zeta Omega Tau, and Denise Bartell serves as the Director for the Center for Students in Transition and is PI for a \$161,000 grant for the Phoenix GPS Program.

For student achievements, we've increased the number of independent studies we supervise from 129 in 2006-2007 to 160 in 2011-2012 and 149 in 2012-2013. In 2012-2013 we had 9 publications with student co-authors and 19 peer-reviewed research presentations with student co-authors. We also sponsored 11 Academic Excellence student presentations, 1 Posters in the Rotunda presentation, and 13 presentations at the Midwestern Psychology Association annual conference. In addition, 10 of the 23 "distinction in the major" graduates listed in the May 2013 program completed HUM DEV or PSYCH honors projects. These collaborations involved 10 different faculty members and 35 different students.

3) Describe faculty and staff professional development activities and how they impacted your program.

Jen Lanter serves as CATL Director, Regan Gurung was former co-director of Teaching Scholars, and Ryan Martin serves as current co-director of the Teaching Scholars program. Most of the faculty have been or are currently a Teaching Scholar. Jen Lanter and Kris Vespia have chaired the IDC since the last program review and Kate Burns is the current co-chair. Regan Gurung leads many professional development activities across the country in his role as a Society for the Teaching of Psychology Master Teacher. Human Development faculty are very

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active within SoTL and take advantage of many of the professional development activities offered on campus and elsewhere.

Section D. Program Enrollment Trends and Analysis

- 1) Provide an analysis of the data (both survey and institutional enrollment data) provided by the Office of Institutional Research and Assessment. Pay close attention to the demographic information. What trends are present? Are there any imbalances in terms of gender, race, or ethnicity?**

Overall, the number of majors and minors declared and graduated has increased since the last program review. The program serves an overwhelming majority of female students (85-91%) and is representative of the number of minorities present on campus. Human Development students have a slightly lower high school GPA and ACT composite scores than the campus as a whole. We also serve a somewhat lower percentage of older students and Brown County students. We serve a higher percentage of full-time students and transfer students than the campus as a whole. This is likely because older and part-time students are able to pursue a Human Development emphasis through Adult Degree. While the declared majors may have lower initial abilities and less knowledge/connection to UWGB, we are happy that many of our students thrive and successfully graduate.

Our lower level courses contribute significantly to general education (around 95%), as well as a sizeable percentage of upper level courses (20-28%). The fall enrollment in lower level classes has recently decreased. This may be because there is a smaller number of lower level courses being offered (8 sections down to 5), as well as the smaller sizes of the incoming freshmen classes. We have seen increased upper-level enrollment and a greater number of the upper-level classes offered. The section size for classes has significantly increased in spring lower level courses from 81 in 2008 to 101 in 2012. The fall lower level section size is steady and much lower (57-70 students). Summer class size has increased significantly for upper level courses, probably due to the recent trend to offer more classes online. Overall, the upper level enrollment is steady (39-42 students), representing the 45 cap on many upper-level classes.

The alumni survey shows that our students are in a variety of jobs including daycare, human services, and business. They are less likely to say that their job is “very related” to their major and they report making less money than UWGB students overall, likely due to the type of jobs available in the area.

Finally, the graduating senior survey suggests some advising issues. Overall, human development students report a lower quality of advising, less availability of their major adviser, and less ability for their adviser to answer their university and career questions compared to other UWGB students. We collected some additional advising data (N = 80) and found that 89%

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were somewhat satisfied or higher with their faculty adviser. However, 16% of students never met with their faculty adviser in an average year (12% with no contact at all) and 10% of students felt sufficient time had not been available during the advising session. Overall, students were less confident in their faculty adviser's ability to answer questions about gen ed courses (65% confident/very confident), talking about a new major/minor (66% confident/very confident), discussing individualized learning (70% confident/very confident), and discussing career options (71% confident/very confident). These data suggest that there may be some room for improvement in the advising experience, but that students are relatively satisfied in their experiences.

2) Describe what specific actions, if any, were taken or are intended to be taken based on the conclusions drawn from the analysis.

Based on feedback from the graduating senior survey, Kris Vespia rebuilt our career website, including sections on how to get applied experiences, tips on resumes, resources, and career profiles. In addition, we collected the additional advising survey data to get a better sense of our students' advising experiences and how we might improve them.

Section E. Program's Vision for Future Development

Describe your program's plan for future development including the program's major goals for the next seven-year period. These should be established with the understanding that they will be used to guide program planning and development and serve as a framework for your program's next Self-Study Report.

In the short term, we will be discussing what learning outcome we will assess next and updating our learning outcome grid. We need to discuss how we can more quickly and effectively assess our learning outcomes. We plan to engage in more assessment activities described in our assessment plan. We look forward to using more indirect assessment measures, such as the CCQ supplemental measures, to complement our direct assessment measures. We also need to decide what level of student performance we are satisfied with and how to better "close the loop" so we can more effectively utilize the data we collect. I recently attended Barbara Walvoord's keynote at the Faculty Development Conference and thought she made several useful suggestions, including having an annual department meeting specifically dedicated to assessment.

We will consider making Developmental Research Methods a prerequisite for some upper-level courses so that students will have a chance to better practice their methods and research knowledge at the upper level. We are currently discussing pursuing an online degree with the Adult Degree program, which highlights the need for even more assessment. When capstone classes are implemented in 2016-2017, this will provide another opportunity for us to assess our students in a more standardized way at the end of their major.

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Section F. Summary and Concluding Statement

1) Respond specifically to the results and recommendations from the last program review.

Based on the last program review, we still have very strong faculty who excel in teaching, scholarship, and service. We have hired several new faculty members since the last program review, but still rely on ad hoc instructors because of administrative and other reassignments. We still have a high ratio of student credit hours taught to full-time equivalent faculty members and this ratio has been increasing. Human Development is still a very popular and cost-effective major and we would welcome more faculty positions to reduce the burden on class sizes, advising, supervision of individualized learning experiences, etc. We have included more specific assessment data since our last program review and are talking about these data more within the department. We still rely on a banking system for compensating faculty for individualized instruction. Faculty have been able to “cash in” their independent study supervision credits on a more regular basis, but the system could still improve. Given the increasing amount of individualized instruction the Human Development faculty engage in, it would be beneficial if the university could help address these issues.

Course substitutions are no longer at such a high level, likely because of the referenced mistakes in the 2005-2006 catalog. All syllabi now include a section on the learning outcomes the course addresses. We will soon have a capstone course again and are excited to have this as an additional assessment opportunity, but recognize that we can’t only assess at this end point. Finally, we still need more discussion of how assessment results are being used and what level of skill we want from students.

2) End your report with a general concluding statement.

We are grateful for the leadership of Lloyd Noppe, Regan Gurung, and Kris Vespia and their assessment efforts that laid the foundation for this program review. We have committed as a department to talk more about assessment on a regular basis. We look forward to engaging in more assessment, but more importantly focusing on “closing the loop”.

Section G. Required Attachments

- 1) **A series of tables, prepared by the Office of Institutional Research and Assessment. A list of these tables is included in Appendix C.**

A. Graduating Senior Survey Tables including employment data

**Graduating Senior Survey:
2008, 2009, 2010, 2011 & 2012**

	Graduation Year	Human Development	UWGB Overall
Graduates:	2008	58	980
	2009	63	1051
	2010	68	1106
	2011	55	1185
	2012	86.5	1293
Response Rate*	2008-2012	152/330.5 (46%)	2904/5615 (52%)

* Note: % response misses double-majors who choose to report on their other major.

Table 1: Rating the MAJOR
(A = 4, B = 3.0, etc.)

	Unit of Analysis	2008-2012						
		N	mean	A	B	C	D	F
Clarity of major requirements	HUM DV	151	3.4	54%	36%	9%	1%	0
	UWGB	2897	3.5	56%	36%	7%	1%	<1%

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Table 1: Rating the MAJOR

(A = 4, B = 3.0, etc.)

	Unit of Analysis	2008-2012						
		N	mean	A	B	C	D	F
Reasonableness of major requirements	HUM DV	150	3.6	62%	31%	6%	1%	0
	UWGB	2891	3.5	54%	38%	6%	1%	<1%
Variety of courses available in your major	HUM DV	150	3.1	35%	44%	15%	6%	0
	UWGB	2875	3.0	30%	43%	21%	5%	1%
Frequency of course offerings in your major	HUM DV	149	2.7	18%	48%	24%	7%	2%
	UWGB	2878	2.6	18%	40%	30%	9%	3%
Times courses were offered	HUM DV	146	2.8	23%	44%	26%	6%	1%
	UWGB	2828	2.8	24%	42%	26%	7%	1%
Quality of internship, practicum, or field experience	HUM DV	55	3.4	62%	22%	12%	2%	2%
	UWGB	1664	3.3	57%	27%	11%	3%	2%
Quality of teaching by faculty in your major	HUM DV	150	3.4	53%	37%	8%	1%	0
	UWGB	2880	3.4	52%	39%	8%	1%	<1%
Knowledge and expertise of the faculty in your major	HUM DV	151	3.7	70%	26%	4%	0	0
	UWGB	2892	3.7	69%	28%	3%	<1%	<1%
Faculty encouragement of your educational goals	HUM DV	148	3.2	46%	34%	16%	3%	1%
	UWGB	2857	3.4	54%	31%	11%	3%	<1%
Overall quality of advising received from the faculty in your major	HUM DV	145	2.9	42%	28%	16%	10%	4%
	UWGB	2747	3.2	52%	26%	12%	6%	4%
Availability of your major advisor for advising	HUM DV	142	3.1	47%	30%	16%	6%	1%
	UWGB	2741	3.3	58%	26%	10%	4%	2%

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Table 1: Rating the MAJOR

(A = 4, B = 3.0, etc.)

	Unit of Analysis	2008-2012						
		N	mean	A	B	C	D	F
Ability of your advisor to answer university questions	HUM DV	143	3.2	52%	27%	11%	7%	3%
	UWGB	2700	3.4	62%	23%	9%	4%	2%
Ability of your advisor to answer career questions	HUM DV	134	2.8	37%	28%	20%	9%	6%
	UWGB	2480	3.2	51%	28%	13%	5%	3%
In-class faculty-student interaction	HUM DV	149	3.4	48%	42%	10%	0	<1%
	UWGB	2789	3.4	54%	37%	8%	1%	<1%
Overall grade for your major (<u>not</u> an average of the above)	HUM DV	147	3.4	45%	48%	7%	0	0
	UWGB	2847	3.4	46%	45%	8%	1%	<1%

Table 2. Job related to major while completing degree?

	Unit of Analysis	n	Full-time		Part-time		No
			Paid	Non-paid	Paid	Non-paid	
2008-2012 percent	HUM DV	151	5%	1%	50%	1%	43%
	UWGB	2885	13%	<1%	34%	5%	48%

Table 3. "If you could start college over"

	Unit of Analysis	n	UW-Green Bay		Another college		No BA degree
			Same major	Different major	Same major	Different major	
2008-2012 percent	HUM DV	150	67%	17%	5%	9%	1%
	UWGB	2882	70%	12%	12%	5%	1%

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Table 4. Plans regarding graduate/professional study

	Unit of Analysis	n	Already admitted	Have applied	Plan to eventually attend	NA/have not applied yet
2008-2012 percent	HUM DV	97	10%	12%	64%	13%
	UWGB	2189	7%	13%	66%	14%

Table 5. Highest degree planned

	Unit of Analysis	n	Bachelor's	Master's	Specialist's	Professional	Doctoral
2008-2012 percent	HUM DV	151	40%	49%	1%	1%	9%
	UWGB	2886	29%	52%	1%	5%	13%

Table 6. General Education preparation**Current proficiency vs. Contribution of Gen Ed to current proficiency**

(3-pt. scale; 3 = high, 2 = medium, 1 = low)

	Unit of Analysis	Current Proficiency			Gen Ed Contribution		
		n	% High	mean	n	% High	mean
Critical analysis skills.	HUM DV	144	52%	2.5	137	28%	2.1
	UWGB	2674	66%	2.7	2594	25%	2.0
Problem-solving skills.	HUM DV	142	59%	2.6	136	32%	2.1
	UWGB	2665	72%	2.7	2585	25%	2.0
Understanding biology and the physical sciences.	HUM DV	144	17%	1.9	137	21%	1.9
	UWGB	2655	25%	2.0	2481	26%	2.0
Understanding the impact of science and technology.	HUM DV	139	19%	2.0	127	16%	1.9
	UWGB	2645	34%	2.2	2490	24%	2.0
Understanding social, political, geographic, and economic structures.	HUM DV	142	20%	2.0	136	21%	1.9
	UWGB	2644	34%	2.2	2546	26%	2.1
Understanding the impact of social institutions and values.	HUM DV	144	52%	2.5	137	37%	2.3
	UWGB	2660	52%	2.5	2568	34%	2.2
Understanding the significance of major events in Western civilization.	HUM DV	143	18%	1.9	133	21%	2.0
	UWGB	2648	33%	2.2	2528	31%	2.1
Understanding the role of the humanities in	HUM DV	143	32%	2.1	138	27%	2.0

[Type text]

Table 6. General Education preparation**Current proficiency vs. Contribution of Gen Ed to current proficiency**

(3-pt. scale; 3 = high, 2 = medium, 1 = low)

	Unit of Analysis	Current Proficiency			Gen Ed Contribution		
		n	% High	mean	n	% High	mean
identifying and clarifying values.	UWGB	2656	37%	2.2	2549	31%	2.1
Understanding at least one Fine Art.	HUM DV	143	28%	2.0	132	25%	1.9
	UWGB	2656	39%	2.2	2520	32%	2.1
Understanding contemporary global issues.	HUM DV	143	27%	2.0	137	25%	2.0
	UWGB	2651	34%	2.2	2525	23%	2.0
Understanding the causes and effects of stereotyping and racism.	HUM DV	144	67%	2.7	139	48%	2.3
	UWGB	2657	63%	2.6	2560	34%	2.1
Written communication skills	HUM DV	144	60%	2.5	136	45%	2.3
	UWGB	2667	67%	2.6	2600	38%	2.2
Public speaking and presentation skills	HUM DV	143	30%	2.1	134	22%	1.9
	UWGB	2660	45%	2.3	2536	27%	2.0
Computer skills	HUM DV	142	53%	2.5	133	28%	1.9
	UWGB	2650	57%	2.5	2476	23%	1.9

Table 7. Educational experiences

(5 pt. scale; 5 = strongly agree)

	Unit of Analysis	2008-2012		
		n	Strongly Agree or Agree	mean
Because of my educational experiences at UW-Green Bay, I have learned to view learning as a lifelong process.	HUM DV	149	90%	4.3
	UWGB	2813	90%	4.4

[Type text]

Table 7. Educational experiences

(5 pt. scale; 5 = strongly agree)

	Unit of Analysis	2008-2012		
		n	Strongly Agree or Agree	mean
While at UW-Green Bay, I had frequent interactions with people from different countries or cultural backgrounds than my own.	HUM DV	143	41%	3.2
	UWGB	2726	42%	3.2
The UW-Green Bay educational experience encourages students to become involved in community affairs.	HUM DV	144	63%	3.6
	UWGB	2704	52%	3.4
My experiences at UW-Green Bay encouraged me to think creatively and innovatively.	HUM DV	148	81%	4.0
	UWGB	2809	81%	4.1
My education at UW-Green Bay has given me a "competitive edge" over graduates from other institutions.	HUM DV	147	63%	3.8
	UWGB	2674	62%	3.7
UW-Green Bay provides a strong, interdisciplinary, problem-focused education.	HUM DV	148	77%	4.0
	UWGB	2775	73%	3.9
Students at UW-Green Bay have many opportunities in their classes to apply their learning to real situations.	HUM DV	146	75%	3.9
	UWGB	2799	70%	3.8
I would recommend UW-Green Bay to a friend, co-worker, or family member.	HUM DV	148	85%	4.3
	UWGB	2806	83%	4.2
There is a strong commitment to racial harmony on this campus.	HUM DV	143	61%	3.7
	UWGB	2556	56%	3.6
The faculty and staff of UWGB are committed to gender equity.	HUM DV	147	78%	4.1
	UWGB	2648	75%	4.0
This institution shows concern for students as individuals.	HUM DV	148	76%	4.0
	UWGB	2775	75%	3.9

[Type text]

Table 7. Educational experiences

(5 pt. scale; 5 = strongly agree)

	Unit of Analysis	2008-2012		
		n	Strongly Agree or Agree	mean
The General Education requirements at UWGB were a valuable component of my education.	HUM DV	140	46%	3.2
	UWGB	2657	48%	3.3

Table 8. Activities while at UW-Green Bay

	Unit of Analysis	n	Independent	Student org	Internship	Professional	Community	culity member	Study group	Study abroa
2008-2012 percent	HUM DV	152	12%	40%	32%	11%	64%	20%	61%	9%
	UWGB	2904	26%	48%	55%	20%	56%	22%	52%	13%

Table 9. Rating services and resources

(A = 4, B = 3, etc.)

	Unit of Analysis	2008-2012		
		n	A or B	mean
Library services (hours, staff, facilities)	HUM DV	131	92%	3.5
	UWGB	2468	91%	3.4
Library collection (books, online databases)	HUM DV	135	92%	3.4
	UWGB	2419	89%	3.3
Admission Office	HUM DV	128	95%	3.5
	UWGB	2321	92%	3.4
Financial Aid Office	HUM DV	117	90%	3.4
	UWGB	2120	87%	3.3
Bursar's Office	HUM DV	141	89%	3.4
	UWGB	2729	88%	3.3
Career Services	HUM DV	105	85%	3.4
	UWGB	1632	84%	3.3
Academic Advising Office	HUM DV	119	81%	3.3
	UWGB	2185	76%	3.1

[Type text]

Table 9. Rating services and resources

(A = 4, B = 3, etc.)

	Unit of Analysis	2008-2012		
		n	A or B	mean
Student Health Services	HUM DV	95	92%	3.5
	UWGB	1495	88%	3.4
Registrar's Office	HUM DV	139	94%	3.5
	UWGB	2502	92%	3.5
Writing Center	HUM DV	73	81%	3.2
	UWGB	1033	82%	3.2
University Union	HUM DV	134	90%	3.4
	UWGB	2355	87%	3.3
Student Life	HUM DV	91	95%	3.5
	UWGB	1429	83%	3.2
Counseling Center	HUM DV	47	77%	3.2
	UWGB	573	78%	3.2
Computer Facilities (labs, hardware, software)	HUM DV	138	95%	3.6
	UWGB	2507	94%	3.5
Computer Services (hours, staff, training)	HUM DV	121	93%	3.5
	UWGB	2311	92%	3.5
Kress Events Center	HUM DV	113	97%	3.7
	UWGB	1933	95%	3.7
American Intercultural Center	HUM DV	22	91%	3.6

[Type text]

Table 9. Rating services and resources

(A = 4, B = 3, etc.)

	Unit of Analysis	2008-2012		
		n	A or B	mean
	UWGB	361	86%	3.3
International Office	HUM DV	24	83%	3.3
	UWGB	400	80%	3.1
Residence Life	HUM DV	89	81%	3.1
	UWGB	1223	76%	2.9
Dining Services	HUM DV	114	58%	2.7
	UWGB	2044	54%	2.5
Bookstore	HUM DV	148	86%	3.3
	UWGB	2779	79%	3.1

B. Alumni Survey Data Tables including employment data

Alumni Survey: 2008, 2009, 2010, 2011 & 2012

	Survey year	Graduation Year	Human Devlpmnt	UWGB Overall
Graduates:	2008	2004-2005	100	1086
	2009	2004-2006	93	1087
	2010	2006-2007	90	1148
	2011	2007-2008	99	1162
	2012	2008-2009	88	1133
Response Rate*	2008-2012		47/470 (10%)	957/5616 (17%)

* Note: % response misses double-majors who chose to report on their other major.

Table 1. Preparation & Importance	Unit of Analysis	2008-2012					
		Preparation			Importance		
		n	Excellent or Good	Mean	n	Very important or Important	Mean
Critical analysis skills.	HUM DV	37	76%	3.9	37	81%	4.2
	UWGB	751	67%	3.8	727	90%	4.5
Problem-solving skills.	HUM DV	38	82%	4.0	37	95%	4.6
	UWGB	755	69%	3.8	724	94%	4.7
Understanding biology and the physical sciences.	HUM DV	37	38%	3.2	36	19%	2.3

[Type text]

Table 1. Preparation & Importance

- Preparation by UWGB (5-pt. scale; 5 = excellent)
- Importance to current job or graduate program (5-pt. scale; 5 = very important)

	Unit of Analysis	2008-2012					
		Preparation			Importance		
		n	Excellent or Good	Mean	n	Very important or Important	Mean
	UWGB	720	48%	3.4	710	29%	2.6
Understanding the impact of science and technology.	HUM DV	36	28%	3.2	36	20%	2.4
	UWGB	720	48%	3.4	718	43%	3.2
Understanding social, political, geographic, and economic structures.	HUM DV	36	42%	3.5	37	49%	3.1
	UWGB	741	61%	3.7	721	55%	3.5
Understanding the impact of social institutions and values.	HUM DV	37	73%	4.1	37	70%	4.0
	UWGB	742	69%	3.9	720	63%	3.7
Understanding the significance of major events in Western civilization.	HUM DV	38	50%	3.5	37	16%	2.3
	UWGB	731	53%	3.5	716	28%	2.6
Understanding a range of literature.	HUM DV	35	57%	3.6	36	28%	2.6
	UWGB	726	50%	3.6	709	31%	2.7
Understanding the role of the humanities in identifying and clarifying individual and social values.	HUM DV	36	58%	3.7	37	51%	3.2
	UWGB	722	58%	3.7	700	38%	3.0
Understanding at least one Fine Art, including its nature and function(s).	HUM DV	36	53%	3.6	37	22%	2.5
	UWGB	734	63%	3.6	706	27%	2.6
Understanding contemporary global issues.	HUM DV	38	53%	3.7	37	41%	3.1
	UWGB	729	57%	3.8	706	51%	3.4

Table 1. Preparation & Importance

- Preparation by UWGB (5-pt. scale; 5 = excellent)
- Importance to current job or graduate program (5-pt. scale; 5 = very important)

	Unit of Analysis	2008-2012					
		Preparation			Importance		
		n	Excellent or Good	Mean	n	Very important or Important	Mean
Understanding the causes and effects of stereotyping and racism.	HUM DV	37	76%	4.0	37	62%	3.8
	UWGB	730	64%	4.1	708	57%	3.6
Written communication skills.	HUM DV	38	87%	4.2	37	95%	4.6
	UWGB	742	81%	4.1	715	91%	4.6
Public speaking and presentation skills.	HUM DV	38	68%	3.9	37	84%	4.2
	UWGB	736	61%	3.7	718	85%	4.4
Reading skills.	HUM DV	38	82%	4.2	37	87%	4.4
	UWGB	738	73%	4.0	709	91%	4.5
Listening skills.	HUM DV	38	82%	4.1	37	95%	4.8
	UWGB	736	73%	4.0	710	96%	4.7
Leadership and management skills.	HUM DV	38	74%	3.8	37	89%	4.6
	UWGB	737	65%	3.8	709	94%	4.7

Table 2. Educational experiences

(5-pt. scale; 5 = strongly agree)

	Unit of Analysis	N	Strongly Agree or Agree	Mean
My educational experiences at UW-Green Bay helped me to learn or reinforced my belief that learning is a lifelong process.	HUM DV	47	92%	4.4
	UWGB	953	93%	4.4
While at UW-Green Bay, I had frequent interactions with people from different countries or cultural backgrounds than my own.	HUM DV	47	70%	3.6
	UWGB	949	51%	3.4
Students at UW-Green Bay are encouraged to become involved in community affairs.	HUM DV	47	77%	3.9
	UWGB	935	59%	3.6
My experiences and course work at UW-Green Bay encouraged me to think creatively and innovatively.	HUM DV	47	96%	4.3
	UWGB	951	88%	4.2
The interdisciplinary, problem-focused education provided by UW-Green Bay gives its graduates an advantage when they are seeking employment or applying to graduate school.	HUM DV	47	77%	4.0
	UWGB	944	77%	4.0
UW-Green Bay provides a strong, interdisciplinary, problem-focused education.	HUM DV	47	81%	4.2
	UWGB	950	83%	4.1
Students at UW-Green Bay have many opportunities in their classes to apply their learning to real situations.	HUM DV	47	72%	4.0
	UWGB	944	72%	3.9
I would recommend UW-Green Bay to co-worker, friend, or family member.	HUM DV	47	94%	4.5
	UWGB	954	89%	4.4
The General Education requirements at UWGB were a valuable component of my education.	HUM DV	42	67%	3.8
	UWGB	903	59%	3.6

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Table 2. Educational experiences

(5-pt. scale; 5 = strongly agree)

	Unit of Analysis	N	Strongly Agree or Agree	Mean
UWGB cares about its graduates.	HUM DV	45	67%	3.9
	UWGB	918	61%	3.7
I feel connected to UWGB.	HUM DV	46	54%	3.6
	UWGB	938	47%	3.3

Table 3. "If you could start college over"

	Unit of Analysis	n	UW-Green Bay		Another college		No bachelor's degree anywhere
			Same major	Different major	Same major	Different major	
2008–2012 percent	HUM DV	47	49%	43%	2%	4%	2%
	UWGB	949	64%	23%	7%	5%	1%

Table 4. Rating the MAJOR

(Scale: A = 4, B = 3, etc.)

	Unit of Analysis	2008–2012			
		n	A or B	C or D	mean
Quality of teaching.	HUM DV	47	94%	6%	3.5
	UWGB	955	95%	5%	3.5
Knowledge and expertise of the faculty.	HUM DV	47	98%	2%	3.7
	UWGB	953	98%	2%	3.7
Faculty-student relationships (e.g., helpfulness, sensitivity, acceptance of different views).	HUM DV	47	89%	9%	3.4
	UWGB	952	91%	9%	3.5

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Importance and relevance of courses to professional and academic goals.	HUM DV	47	92%	9%	3.3
	UWGB	942	89%	10%	3.4
Advising by faculty (e.g., accuracy of information).	HUM DV	43	88%	9%	3.3
	UWGB	937	87%	12%	3.3
Availability of faculty (e.g., during office hours).	HUM DV	45	91%	9%	3.4
	UWGB	936	94%	6%	3.6
Overall grade for the major (not a sum of the above).	HUM DV	47	94%	6%	3.5
	UWGB	942	94%	5%	3.5

Table 5. Highest degree planned

	Unit of Analysis	n	Bachelor's	Master's	Specialist	Professional	Doctoral
2008-2012 percent	HUM DV	47	49%	38%	2%	0	11%
	UWGB	947	36%	46%	1%	5%	12%

Table 6. Graduate/professional study plans

	Unit of Analysis	n	Already graduated	Currently enrolled	Accepted, not enrolled	Rejected	Have not applied
2008-2012 percent	HUM DV	25	16%	32%	8%	0	44%
	UWGB	632	20%	23%	4%	3%	49%

Table 7. Current employment status

	HUM DEV (n = 47)	UWGB (n = 950)
Employed full-time (33 or more hours/week)	75%	80%
Employed part-time	19%	12%
Unemployed, seeking work	4%	3%
Unemployed, not seeking work	0	2%
Student, not seeking work	2%	3%

Table 8. Satisfaction with current job (5-pt. scale; 5 = very satisfied)

	Unit of Analysis	n	Very satisfied or satisfied	mean
2008-2012 percentage	HUM DV	44	75%	4.1
	UWGB	868	74%	4.0

Table 9. Minimum educational requirements for current job

	HUM DEV (n = 42)	UWGB (n = 863)
High school or less	21%	18%

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Certificate	5%	3%
Associate's degree	26%	15%
Bachelor's degree	38%	57%
Graduate degree	10%	7%

Table 10. Extent to which job relates to major

	HUM DEV (n = 43)	UWGB (n = 864)
Very related	37%	52%
Somewhat related	37%	29%
Not at all related	26%	19%

Table 11. Current income

	HUM DEV (n = 41)	UWGB (n = 840)
Under \$20,000	27%	13%
\$20,000 to \$25,999	20%	11%
\$26,000 to \$29,999	12%	8%
\$30,000 to \$35,999	22%	23%
\$36,000 to \$39,999	7%	12%
\$40,000 to \$49,999	7%	16%
\$50,000 or more	5%	17%

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Employers, Locations, and Job Titles

		Wisconsin (7)	
Tiny Town Child Care Center	Green Bay	Wisconsin	Child Care Teacher
Greater Green Bay YMCA	Green Bay	Wisconsin	School Age Child Care Coordinator
clarity care inc	oshkosh	Wisconsin	supports coordinator
Schneider National Inc.	Green Bay	Wisconsin	Driver, recruiter
Children's Hospital and Health System	Milwaukee	Wisconsin	Family Interactions Specialist
Self-employed out of home	Green Bay	Wisconsin	Home Daycare Teacher
Burnett Dairy Coop- cheese store	Grantsburg	Wisconsin	Cheese store employee
Crossroads Medical Mission	Bristol	Virginia	Administrative Assistant
Target	Fond du Lac	Wisconsin	Clerical/Cash Office Specialist
Story Book Kidson on Mapie Ridge	Mosinee	Wisconsin	Owner/Director, Vice President
Dr. Steven Klem, Fox Valley Autism Program	Appleton	Wisconsin	Senior Therapist
Humana	Green Bay	Wisconsin	Provider Relations Rep.
Benedictine University	Lisle	Illinois	Financial Aid Assistant
Harbor House Domestic Abuse Programs	Appleton	Wisconsin	House Manager
Brown County Human Services	Green Bay	Wisconsin	Economic Support Specialist
Humana Insurance	De Pere	Wisconsin	Analyst
Kids Express Learning Center	Madison	Wisconsin	Teacher

	Green Bay	Wisconsin	Personal Care Worker
Clinicare Corporation/Milwaukee Academy	Wauwautosa	Wisconsin	Youth Care Worker
Saint Jude Hospice	Oakdale	Minnesota	Office Manager/Team Coordinator
Port Washington-Saukville School District	Port Washington	Wisconsin	School Psychologist
Miami University	Oxford	Ohio	Assistant Director of Admission
Big Brothers Big Sisters of Manitowoc Co.	Manitowoc	Wisconsin	Match Specialist
Bell Therapy	Milwaukee	Wisconsin	Case Manager
The International Group, Inc	Oshkosh	Wisconsin	Production Scheduler
Schneider National	Green Bay	Wisconsin	Carriers Sales Executive
Humana	Green Bay	Wisconsin	Claims Review Team
CH Robinson	Green Bay	Wisconsin	Transportation Sales
University of Wisconsin-Green Bay	Green Bay	Wisconsin	Financial Aid Adviser/Veteran Services
Green Bay Public School District	Green Bay	Wisconsin	sub paraprofessional
N.E.W. Curative Rehab	Green Bay	Wisconsin	Program Specialist in Brain Injury Program
maxIT Healthcare	Westfield	Indiana	Recruiting Support Specialist – Editor
Loyola Comunidad Educativa	Merida	Outside US	English Teacher
The Corner Bar/Big O's Bar/Wausaukee Elementary	Wausaukee	Wisconsin	Bartender, Server, Cook/Substitute Teacher
	Racine	Wisconsin	Medical Auditor
Steamfitters Training School	Milwaukee	Wisconsin	Apprentice Secretary

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Local 601			
Steele Chiropractic	Kewaunee	Wisconsin	Reception/Billing
Family Service of Waukesha - The Big Yellow House	Waukesha	Wisconsin	Child and Family Therapist
The Salvation Army	Green Bay	Wisconsin	Emergency Services Case Manager
Ozaukee Child Care & Preschool	Mequon	Wisconsin	DayCare Teacher

C. Student Tables

Academic Plan: Human Development
Institutional Research - Run date: 19FEB2013

	Fall Headcounts				
	2008	2009	2010	2011	2012
Declared Majors, end of term	293	262	299	343	331
Declared Minors, end of term	307	295	332	331	362

	Fall Declared Majors – Characteristics									
	2008		2009		2010		2011		2012	
Female	249	85%	239	91%	271	91%	307	90%	291	88%
Minority	27	9%	25	10%	31	10%	34	10%	38	11%
Age 26 or older	21	7%	16	6%	19	6%	24	7%	17	5%
Location of HS: Brown County	63	22%	48	18%	57	19%	73	21%	85	26%
Location of HS: Wisconsin	273	93%	244	93%	271	91%	316	92%	312	94%
Attending Full Time	262	89%	236	90%	274	92%	305	89%	290	88%
Freshmen	18	6%	5	2%	6	2%	5	1%	3	1%
Sophomores	48	16%	37	14%	65	22%	55	16%	53	16%
Juniors	93	32%	91	35%	101	34%	136	40%	112	34%
Seniors	134	46%	129	49%	127	42%	146	43%	163	49%

	Fall Declared Majors - Characteristics				
	2008	2009	2010	2011	2012
Average HS Cumulative G.P.A.	3.26	3.29	3.23	3.24	3.21
Average ACT Composite Score	21.1	21.1	20.9	20.9	20.7
Average ACT Reading Score	21.9	22.0	21.4	21.3	21.1
Average ACT English Score	20.7	20.6	20.3	20.4	20.4
Average ACT Math Score	20.4	20.4	20.4	20.6	20.2
Average ACT Science Score	21.3	21.6	21.4	21.3	21.1

	Fall Declared Majors - Characteristics				
	2008	2009	2010	2011	2012
Percent started as Freshmen	64%	63%	62%	64%	66%
Percent started as Transfers	36%	37%	38%	36%	34%
Percent with prior AA degree	6%	6%	10%	8%	7%
Percent with prior BA degree	4%	3%	1%	1%	0%

	Calendar Year Headcounts				
	2008	2009	2010	2011	2012
Graduated Majors (May, Aug. & Dec.)	91	96	98	84	127
Graduated Minors (May, Aug. & Dec.)	99	98	113	138	127

	Characteristics of Graduated Majors									
	2008		2009		2010		2011		2012	
Graduates who are... Women	79	87%	84	88%	92	94%	76	90%	114	90%
... Students of Color	7	8%	9	9%	10	10%	7	8%	8	6%
... Over 26 Years Old	7	8%	20	21%	13	13%	19	23%	23	18%
Graduates earning Degree Honors	19	21%	17	18%	14	14%	15	18%	27	21%

	Characteristics of Graduated Majors				
	2008	2009	2010	2011	2012
Average Credits Completed Anywhere	128	131	126	128	130
Average Credits Completed at UWGB	114	114	114	115	114
Average Cum GPA for Graduates	3.09	3.07	3.07	3.04	3.11

D. Teaching Tables

			Headcount Enrollments, Credit-bearing Activities					
			2008	2009	2010	2011	2012	
Lectures	1-Lower	1-Spring	325	311	309	307	305	
		2-Summer	.	.	.	39	38	
		3-Fall	515	402	516	353	348	
		All	840	713	825	699	691	
	2-Upper	1-Spring	771	696	758	910	867	
		2-Summer	93	108	137	99	181	
		3-Fall	676	763	828	818	829	
		All	1540	1567	1723	1827	1877	
	All		2380	2280	2548	2526	2568	
	IST/FEX	1-Lower	1-Spring	.	1	.	.	.
			2-Summer
3-Fall			.	.	.	.	.
All			.	1	.	.	.	
2-Upper		1-Spring	49	31	37	36	48	
		2-Summer	4	6	3	1	.	
		3-Fall	20	29	36	39	24	
		All	73	66	76	76	72	
All		73	67	76	76	72		
All			2453	2347	2624	2602	2640	

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			Student Credit Hours, Credit-bearing Activities					
			2008	2009	2010	2011	2012	
Lectures	1-Lower	1-Spring	857	815	811	811	801	
		2-Summer	.	.	.	117	114	
		3-Fall	1451	1102	1438	949	946	
		All	2308	1917	2249	1877	1861	
	2-Upper	1-Spring	2313	2088	2274	2730	2698	
		2-Summer	279	324	411	297	543	
		3-Fall	2028	2289	2484	2530	2575	
		All	4620	4701	5169	5557	5816	
	All		6928	6618	7418	7434	7677	
	IST/FEX	1-Lower	1-Spring	.	1	.	.	.
			2-Summer
			3-Fall
All			.	1	.	.	.	
2-Upper		1-Spring	124	95	106	105	140	
		2-Summer	12	18	7	3	.	
		3-Fall	54	85	98	114	66	
		All	190	198	211	222	206	
All		190	199	211	222	206		

			Lectures and Lab/Discussion Sections (#)				
			2008	2009	2010	2011	2012
Lectures	1-Lower	1-Spring	4	3	3	3	3
		2-Summer	.	.	.	1	1
		3-Fall	8	7	8	5	5
		All	12	10	11	9	9
	2-Upper	1-Spring	18	17	18	22	22
		2-Summer	5	4	5	3	6
		3-Fall	16	18	20	20	21
		All	39	39	43	45	49
	All		51	49	54	54	58
	Lab/Disc	1-Lower	1-Spring
2-Summer			.	.	.	.	.
3-Fall			.	.	.	.	.
All			.	.	.	.	.
2-Upper		1-Spring	.	.	.	.	4
		2-Summer	.	.	.	.	.
		3-Fall	.	.	.	3	4
		All	.	.	.	3	8
All		.	.	.	3	8	
All			51	49	54	57	66

			Average Section Size of Lectures				
			2008	2009	2010	2011	2012
Lectures	1-Lower	1-Spring	81.3	103.7	103.0	102.3	101.7
		2-Summer	.	.	.	39.0	38.0
		3-Fall	64.4	57.4	64.5	70.6	69.6
		All	70.0	71.3	75.0	77.7	76.8
	2-Upper	1-Spring	42.8	40.9	42.1	41.4	39.4
		2-Summer	18.6	27.0	27.4	33.0	30.2
		3-Fall	42.3	42.4	41.4	40.9	39.5
		All	39.5	40.2	40.1	40.6	38.3
	All		46.7	46.5	47.2	46.8	44.3

	Unique Lecture Courses Delivered in Past Four Years				
	2008	2009	2010	2011	2012
1-Lower	4	4	3	3	3
2-Upper	15	18	18	18	16

	General Education as a Percent of all Credits in Lectures				
	2008	2009	2010	2011	2012
1-Lower	95%	94%	95%	94%	94%
2-Upper	28%	24%	25%	20%	20%

E. Faculty Tables

		Instructional Staff Headcounts and FTEs				
		2008	2009	2010	2011	2012
Full Professors (FT)		3	2	3	1	3
Associate Professors (FT)		5	6	6	6	8
Assistant Professors (FT)		6	6	6	6	3
Instructors and Lecturers (FT)		1	0	1	1	1
Total Full-time Instructional Staff		15	14	16	14	15
Part-time Instructional Staff		3	4	4	7	.
FTE of Part-time Faculty		0.3	1.3	0.6	1.4	.
Total Instructional FTE		15.3	15.3	16.6	15.4	.

		Student Credit Hours per Faculty FTE				
		2008	2009	2010	2011	2012
SCH per Full-time Faculty FTE		473	435	472	490	.
SCH per Part-time Faculty FTE		1100	1649	1132	1036	.
SCH per Faculty FTE		485	528	495	532	.

- 2) **The program's current official description and requirements as published in the most recent Undergraduate Catalog.**

Human Development

- [Department Overview](#)
- [Course Descriptions](#)
- [Department Website](#)

Interdisciplinary Major or Minor
(Bachelor of Science)

Professors – Illene Cupit, Regan A.R. Gurung, Dean Von Dras, Julia Wallace

Associate Professors – Denise Bartell, Kathleen Burns (chair), Jennifer Lanter, Dennis N. Lorenz, Ryan Martin, Christine Smith, Kristin Vespia, Georjeanna Wilson-Doenges

Assistant Professors – Jenell Holstead, Deirdre Radosevich, Jill White

Human Development is a broad-based interdisciplinary major that explores human growth and change as a lifelong process which a) involves biological, cognitive, emotional, social and moral development, and b) occurs in multiple contexts. It examines the factors that promote healthy development, as well as variations from the norm. Consistent with the interdisciplinary focus of UW-Green Bay, Human Development is a liberal arts program that works to integrate the contributions of psychologists, biologists, anthropologists, sociologists, and scholars from other fields to improve our understanding of the life cycle. Students have opportunities to apply knowledge and to practice the integration of information and methods from different disciplines.

Students follow an introduction to the major with courses that first advance the major's learning objectives of developing basic skills such as informational literacy, research skills, and learning about diverse contexts. Next, students choose courses from the different disciplines (e.g., biology, anthropology, sociology) that contribute to the field of human development. Students also pursue in-depth studies of the core phases of development before taking advanced courses in specific areas of the field (e.g., family, gender, and cross-cultural development). Students select these upper-level electives based, at least in part, on their particular career goals.

One particular advantage of the Human Development program is the opportunity for undergraduate students to gain practical experience, and many work with faculty on independent research projects or as research assistants or teaching assistants. Human Development also strives to educate students who are committed to and engaged in their [Type text]

communities. Therefore, students are strongly encouraged to seek applied experience through an internship in an approved community agency, part-time employment, or volunteer work. Such experiences are beneficial when entering the job market or seeking admission to graduate and professional schools.

Human Development is a suitable major or minor for students who plan a career that involves working with people and helping to solve human problems. Career possibilities are varied because of the knowledge students gain, along with the communication, critical thinking, research, and application skills they acquire in a liberal arts major. There are many options in human service, business, and educational settings. Alumni have worked in domestic violence shelters, for non-profit advocacy groups, in sales and customer service, and both with young children in preschools and with adults seeking admission to college. They have also pursued graduate studies in diverse fields, including human development and family studies, higher education or student affairs, law, marriage and family therapy, and more. Admission to graduate school is highly selective and requires a student to have very strong academic credentials. Students with these interests should plan their programs carefully with their advisers in order to select courses and experiences that maximize their competitiveness and be as prepared as possible to apply to graduate school.

Although a minor is not required to graduate with a Human Development major, minors or double majors in such areas as Public and Environmental Affairs, Business Administration, Women's and Gender Studies, and Psychology may be helpful complements in preparing for specific objectives. Faculty advisers can help students tailor their choice of academic plan and electives to their individual career goals. More detailed information about both career and graduate school options for Human Development students can be found on the department website:

<http://www.uwgb.edu/human-development/>.

Human Development Minor

The Human Development minor adds a broad, interdisciplinary component to traditional social science majors such as Psychology and to other interdisciplinary majors such as Human Biology, Design Arts, Arts Management, and Democracy and Justice Studies. For students who major in professional programs such as Education, Social Work, or Business Administration, the minor adds a strong developmental focus to their programs of study.

Human Development: Requirements for the Major

- [Department Overview](#)
- [Department Website](#)

Interdisciplinary Major

Supporting Courses, (7 credits)

Basic Foundational Knowledge and Skills, 3 credits:

HUM DEV 210: Introduction to Human Development (3 credits)

Research Skills, required 4 credits:

Choose one of these:

BUS ADM 216: Business Statistics (4 credits) (for Business majors and minors only)

COMM SCI 205: Social Science Statistics (4 credits) (strongly recommended)

MATH 260: Introductory Statistics (4 credits)

Upper-Level Courses, (34 credits)

Multidisciplinary Coursework, 9 credits

Psychology, choose one course, 3 credits:

PSYCH 417: Psychology of Cognitive Processes (3 credits)

PSYCH 429: Theories of Personality (3 credits)

PSYCH 438: Counseling and Psychotherapy (3 credits)

Sociology/Anthropology, choose one course, 3 credits:

ANTHRO 304: Family, Kin, and Community (3 credits)

ANTHRO 320: Myth, Ritual, Symbol and Religion (3 credits)

ANTHRO 340: Medical Anthropology (3 credits)

SOCIOL 302: Class, Status and Power (3 credits)

SOCIOL 303: Race and Ethnic Relations (3 credits)

SOCIOL 308: Sociology of the Family (3 credits)

SOCIOL 315: Street Gangs in America (3 credits)

Biological, choose one course, 3 credits:

HUM BIOL 205: Biotechnology and Human Values (3 credits)

HUM BIOL 206: Fertility, Reproduction, and Family Planning (3 credits)

HUM BIOL 217: Human Disease and Society (3 credits)

HUM BIOL 324: The Biology of Women (3 credits)

HUM DEV 350: Developmental Psychobiology (3 credits)

NUT SCI 242: Food and Nutritional Health (3 credits)

NUT SCI 250: World Food and Population Issues (3 credits)

NUT SCI 300: Human Nutrition (3 credits)

NUT SCI 302: Ethnic Influences on Nutrition (3 credits)

Core Phases of Development, 9 credits:

HUM DEV 331: Infancy and Early Childhood (3 credits)

HUM DEV 332: Middle Childhood and Adolescence (3 credits)

HUM DEV 343: Adulthood and Aging (3 credits)

Advanced Coursework, 16 credits

Advanced Research Skills, 4 credits:

HUM DEV 302: Developmental Research Methods (4 credits)

Family and Relationships, choose one course:

[Type text]

HUM DEV 345: Human Sexuality (3 credits)

HUM DEV 353: Family Development (3 credits)

HUM DEV 370: Personal Relationships (3 credits)

Gender and Cultural Diversity, choose minimum of one course:

HUM DEV 336: Gender Development Across the Lifespan (3 credits)

HUM DEV 342: Cross Cultural Human Development (3 credits)

HUM DEV 345: Human Sexuality (3 credits)

HUM DEV 346: Culture, Development and Health (3 credits)

Advanced Specialization in Lifespan Development, choose minimum of one course:

HUM DEV 344: Dying, Death, and Loss (3 credits)

HUM DEV 350: Developmental Psychobiology (3 credits)

HUM DEV 424: The Development of Creative and Critical Thinking (3 credits)

HUM DEV 443: Spirituality and Development (3 credits)

HUM DEV 497: Internship (3 credits)

Additional Advanced Coursework, 3 credits:

In addition to completing one course from each category of Advanced Coursework, an additional 3 credits must be taken from the Family and Relationships, the Gender and Cultural Diversity, or the Advanced Specialization in Lifespan Development lists to obtain the necessary total of 16 credits.

One of these is encouraged, but does not count toward major requirements:

HONORS 478: Honors in the Major (3 credits)

HUM DEV 495: Teaching Assistantship (1-6 credits)

HUM DEV 496: Research Assistantship (1-6 credits)

[Type text]

Human Development: Requirements for the Minor

- [Department Overview](#)
- [Department Website](#)

Interdisciplinary Minor

Supporting Courses, (6-7 credits)

[HUM DEV 210](#): Introduction to Human Development (3 credits)

Choose one of these:

[ANTHRO 100](#): Varieties of World Culture (3 credits)

[BIOLOGY 202](#): Principles of Biology: Cellular and Molecular Processes (4 credits)

[HUM BIOL 102](#): Introduction to Human Biology (3 credits)

[SOCIOLOGY 202](#): Introduction to Sociology (3 credits)

Upper-Level Courses, (12 credits)

Students must select four Human Development (HUM DEV) courses at the 300 or 400 level (except Independent Study courses 478, 495, 496, 497, 498), and at least two of the four selections must come from the following list of Human Development core courses:

[HUM DEV 331](#): Infancy and Early Childhood (3 credits)

[HUM DEV 332](#): Middle Childhood and Adolescence (3 credits)

[HUM DEV 343](#): Adulthood and Aging (3 credits)

All upper-level electives for the minor must have a HUM DEV prefix

- 3) **The Academic Affairs Council and Dean's conclusions and recommendations from the program's last review.**

See attached PDF (HUD ProgReviewDocs 2006_07.pdf)

- 4) **The program's Assessment Plan and Annual Updates and Four-Year Status Report on Student Outcomes Assessment. These processes will be coordinated by the University Assessment Council and are described in the University Assessment Plan.**

Human Development Assessment Plan

April 2013

Guiding Principles

Assessment in Human Development should be a dynamic process that reflects changing curriculum, pedagogical methods, and assessment methods/resources. With that in mind, however, we plan to:

1. Formally review learning outcomes as a faculty on a regular basis (at least every 3 years) and approve them or to make revisions.
2. Include relevant learning outcomes on Human Development course syllabi.
3. Engage in some ongoing assessment activities in which data will be collected in consecutive years on similar outcomes using similar methods (see examples below).
4. Engage in an annual rotating assessment activity in which at least an element of one learning outcome is identified and evaluated (see examples below).
5. Use relevant existing data as potential sources of assessment information (examples: pertinent faculty SoTL projects, Career Services' annual survey of recent graduates).
6. Use both indirect (e.g., student perceptions of learning) and direct (e.g., grades, evaluations of student work) assessment measures while also recognizing the limitations of these different tools.
7. Acknowledge substantial assessment-related efforts and, if possible, find a way to provide release time, funding, or some type of similar compensation for a unit "assessment coordinator."
8. Work to find ways to "close the loop" such that assessment data are used to improve the learning experience for students.

Examples: Potential Ongoing Assessment Activities

1. Maintain a list of graduate school placements and/or use career and graduate school outcome data from Career Services to examine such information.
2. Compile a list of faculty and student accomplishments across the unit on a regular (e.g., annual) basis, including student involvement in research; faculty publications, teaching awards and professional development; student representation at undergraduate research venues; student recipients of campus/regional/national awards, etc.
3. Conduct on-line exit interview/survey with graduates.

[Type text]

4. Collect internship evaluations each semester and compile resulting assessment data.
5. Include questions pertaining to relevant Human Development learning outcomes as supplemental items on course CCQs.

Examples: Potential Rotating Assessment Activities

1. Review final projects for developmental research methods to assess research skills.
2. Administer an online survey/quiz to developmental methods' students regarding their understanding of information literacy topics.
3. Evaluate presentation skills using a rubric in classes that already assign individual or group presentations.
4. Qualitatively code journals of travel course students or an assignment from a Human Development class that meets ethnic studies or world culture requirements to examine students' demonstrated understanding of diverse context.

Annual Assessment Report: Spring 2013

Unit:

Human Development

Chair:

Kris Vespia

LOs Assessed:

Basic Skills (use of APA Style); Research Skills; Indirectly – all

Methods Used:

Basic Skills - APA style quiz administered to 2 different courses & rubric will be used to evaluate APA style of final Developmental Methods' projects; Research Skills - collected final Developmental Methods projects and can use rubric to assess demonstration of research skills; All - administered exit survey to graduating seniors to ask, for example, about their perceptions of meeting learning outcomes - also piloted questions about specific learning outcomes as supplemental CCQ items for some HUM DEV courses in Spring 2013

Summary of Evidence:

Only evidence related to the APA Style quiz is available at this time. Other data could be submitted, if you want data on more than one outcome and measure for the year, after we have had more time for analysis. Students in Developmental Research Methods, which has APA Style as a specific learning objective, averaged 71% on the APA Style quiz. They outperformed students who had not taken the class and were enrolled in HUM DEV 331 instead (average =10.97/61%). Item analysis revealed, however, that there were specific topics about which students demonstrated strong understanding (e.g., content of the Methods section in a research paper) and others that were areas of weakness (e.g., where a citation should be placed within a paragraph). See data file for specific detail regarding overall means for the classes and the percent of students who answered each item correctly.

How Evidence Will Be Used:

Results were presented at a recent faculty meeting. Because APA Style is crucial to writing in our field and demonstration is expectation in multiple classes it is helpful for us all to have a sense of what our students seem to be grasping more easily and what we might all want to reinforce more across classes. These data will also be available to the different Development Research Methods' instructors for discussions they hope to have about the class in the fall. That is the course with the most explicit instruction on APA Style.

Uploaded: Word document with means and item analysis for quiz
[Type text]

