

California State University, East Bay

5-Year Program Review for
LIBERAL STUDIES

2011-2012

Self Study and 5-Year Plan approved by faculty on: April 17, 2012

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Liberal Studies Program
FIVE YEAR REVIEW
2011-2012

1. Summary of the Program

CSUEB's Liberal Studies program serves 350+ students most of whom are working toward a career in elementary education. The major is divided into two tracks one of which addresses these students with educational aspirations, while the other is designed for students aiming for a flexible and interdisciplinary major. The Liberal Studies catalog text describes the program as follows:

Liberal Studies

Department Information

Liberal Studies Program

College of Letters, Arts, and Social Sciences

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Phone: (510) 885-3852, FAX: (510) 885-2122

Associate Professor

Dennis M. Chester (English), Ph.D. University of Washington

Director: Dennis M. Chester

Coordinator, Bachelors Plus – Early Pathway (BPEP) Program: Dennis M. Chester

Program Description

The Liberal Studies Major aims to provide a rich educational experience through coursework in a broad range of academic disciplines. The student is guaranteed a breadth of academic experience, as well as depth in a single field. The Bachelors Plus Early Pathway (BPEP) Liberal Studies/Credential Program offers selected students interested in a teaching career an opportunity for concurrent subject matter and professional preparation. See the "Bachelors Plus Early Pathway Liberal Studies/Credential Program" section later in this chapter.

The broad-based, interdisciplinary nature of Liberal Studies provides a knowledge base and the communication and analytical skills appropriate to many careers and occupations. Hence, the Liberal Studies major is excellent preparation not only for teaching, but for graduate work, for law school, and for employment in business and government.

Student Learning Outcomes

Students graduating with a B.A. in Liberal Studies from Cal State East Bay should:

- demonstrate understanding of issues of self, society and nature as an educated generalist, through application of deep knowledge in at least one subject area or discipline, and broad knowledge integrating multiple disciplines.
- demonstrate articulate communication (written and oral) skills.
- practice independent thinking tempered by respect for others and the environment; to become an informed, responsible, active citizen.

Career Opportunities

- Administrator
- Business Executive
- Civil Servant
- Customer Service Representative
- Foreign Service Officer
- Human Resources Administrator
- Journalist
- Law
- Manager
- Personnel Representative
- Salesperson
- Stockbroker
- Teacher (K-6)
- Travel Agent
- Writer

Features

The primary function of the Liberal Studies Office is to provide proper advising for completing the major. Friendly, experienced office staff, including two full-time academic advisors, are available to help at every step. Advising is available through individual appointments and on a "drop-in" basis.

Although the Liberal Studies Teacher Preparation Degree Pathway is a multiple subject matter preparation program, there is no longer an exemption from the multiple subject test, which is now the CSET or "California Subject Exam for Teachers" (no longer the MSAT). The Liberal Studies Teacher Preparation Degree Pathway is aligned with Content Standards for K-6 curriculum and the CSET, and is, therefore, the best preparation for future K-6 teachers.

The Liberal Studies major is offered both day and evening, and on both the Hayward and Concord Campuses.

However, Concord Campus and evening-only students may not find a full range of courses and options available to them.

Liberal Studies is also one of the majors available through the Cal State East Bay Program for Accelerated College Education (PACE). For information on PACE, see the [PACE chapter](#)^[9] in the undergraduate section of this catalog or call the PACE office at (510) 885-PACE (7223).

Major Requirements (B.A.)

The major with the Liberal Arts pathway consists of 92 units. The major with the Teacher Preparation pathway consists of a minimum of 144 units. The B.A. degree requires a minimum of 180 units. The Core Curriculum includes upper-division GE requirements in Areas C4 and D4. Students must be certain to meet with a GE advisor to select courses satisfying all other GE breadth requirements.

1. Core Curriculum (20 units)

All Liberal Studies students must complete the following courses. The Liberal Studies Core Curriculum satisfies Upper Division GE requirements in Humanities, Area C4 and Social Sciences, Area D4.

- ANTH 3000 Anthropology in the Modern World (4) (Area D4)
- ENGL 3020 Advanced Expository Writing (4)
or ENGL 3025 Introduction to Technical and Professional Writing (4)
- HDEV 4110 Child Cognitive Development (4)
or HDEV 4130 Social Development of Children (4)
- HIST 3400 America to 1900 (4)
or HIST 3017 The Twentieth Century (4) (Area C4)
- MUS 3002 What to Listen for in Music (4) (Area C4)
or THEA 3225 Theater Today (4) (Area C1 or C4)

2. Degree Pathway Requirements

The Liberal Studies Major offers two different pathways to degree completion. Majors must choose either the Teacher Preparation pathway or the Liberal Arts pathway.

1. Teacher Preparation Degree Pathway (124 units minimum)

Students selecting the Teacher Preparation Degree Pathway must complete the following two components:

1. Required Courses (106-107 units)

Note: As some of these courses may also be used to satisfy GE requirements, please consult with a Liberal Studies Advisor when selecting courses to ensure the most efficient progress toward degree completion.

- ART 1020 The Creative Process (4)
- BIOL 1000 Basic Concepts in Biology (5)
- CHEM 1100 Introduction to College Chemistry (5)
- DANC 3021 Cultural Dance Forms (3)
or DANC 3235 Dance For Children (4)
- ENGL 3010 Modern English Grammar (4)
or ENGL 2005 Grammar for Writers (4)
- One of the following:
ENGL 2030 Introduction to Critical Writing on Fiction (4)
ENGL 2040 Introduction to Critical Writing on Poetry (4)
ENGL 2050 Introduction to Critical Writing on Drama (4)
- Any Upper Division English Literature (4)
- GEOG 2300 Cultural Geography (4)
or GEOG 3505 Geography of California (4) (Area D4)
- GEOL 1000 Earth Systems Science (5)
- HDEV 4120 Childhood Language Development (4)
or ANTH 3800 Language and Culture (4) (Area D4)
- HDEV 4150 The Child in the Family and in the Community (4)
or HDEV 3301 Childhood Development (4)
- HIST 1014 World Civilizations I (4)
- HIST 1015 World Civilizations II (4)

- HIST 3500 History of California (4)
 - HSC 1100 Health: Maintenance of Wellness (4)
 - KIN 3251 Physical Education for the Classroom Teacher: Physical Considerations (4)
 - KIN 3252 Physical Education for the Classroom Teacher: Psycho-Social Considerations (4)
 - MATH 2011 Number Systems (4)
 - MATH 4012 Geometry and Measurement (4)
 - MATH 4013 Statistics, Data Analysis, and Probability (4)
 - MATH 4014 Algebra and Functions (4)
 - PHYS 1700 Elementary Physics (4)
 - PHYS 1780 Elementary Physics Lab (1)
 - POSC 1000 Introduction to Political Science (4)
or Upper Division POSC focusing on regional/international political systems (4)
 - SOC 1000 Introduction to Sociology (4)
or any SOC course not used in minor (4)
 - TED 3001 Exploring Education (3)
 - THEA 3650 Dramatic Activities for Children (4)
or MUS 3002 What to Listen for in Music (4)
2. *Depth of Study (18 units minimum)*
This requirement may be satisfied by completing one of the methods listed below. In each of the following options, at least 18 units must be unique to the Depth of Study and may not be counted in any other areas of the Liberal Studies Major:
1. Complete any Minor offered by the university
 2. Complete one of the following approved options:
 1. Childhood Studies (18-20 units, see below)
 2. Special Education (26-29 units, see below)
 3. Studies in Education (For BPEP students only) (20 units, see below)
 3. With the approval of the Liberal Studies Director, students may create a special option (18 unit minimum)

Liberal Arts Degree Pathway (72 unit minimum)

Students selecting the Liberal Arts Degree Pathway must complete the following two components:

Liberal Studies Area Electives (48 units)

Through consultation with Liberal Studies advisors, select 12 units of electives from each of the four areas listed below. At least 32 of the 48 Area Elective units must be from upper division courses numbered 3000 or higher. Courses used to satisfy Liberal Studies Area Electives MUST be approved by a Liberal Studies Advisor. No more than two courses from a single discipline may be taken within a single area:

- Area 1: Social Sciences (Anthropology, Communications, Criminal Justice Administration, Geography, History, Political Science, Sociology)
- Area 2: Natural Sciences/Mathematics (Biology, Chemistry, Geology, Math, Physics, Psychology, Statistics)
- Area 3: Humanities (Art, English, Modern Languages, Music, Philosophy, Theater/Dance)
- Area 4: Interdisciplinary Studies (Ethnic Studies, Health Sciences, Human Development, International Studies, Kinesiology/PE, Latin American Studies, Recreation, Teacher Education, Women's Studies)

Depth of Study (24 units)

This requirement may be satisfied by one of the methods below:

0. Students may complete any Minor program offered by the university;
1. Students may complete one of the following options:
 1. Organizational Leadership (28 units, see below)
 2. Special Education (26-29 units, see below)
2. With the approval of the Liberal Studies Director, students may create a Special Option of at least 24 units.

Approved Options for the Liberal Studies Major

0. *Childhood Studies Option (18-20 units):*
 - HDEV 3301 Child Development (4)
or HDEV 4150 The Child in the Family and Community (4)
 - HDEV 4110 Child Cognitive Development (4)
or HDEV 4130 Social Development of Children (4)

- One of the following (4 units):
DANC 3235 Dance for Children (4)
or ENGL 4740 History of Children's Literature (4)
or TED 4320 Art Skills for Teachers (4)
or THEA 3650 Dramatic Activities for Children (4)
 - One of the following (3 or 4 units):
ANTH 3740 Cross Cultural Studies in Child Rearing (4)
or HDEV 4140 Theories of Childhood (4)
or SOC 3410 Sociology of the Family (4)
or TED 5021 Child Growth and Development (3)
 - One of the following (3 or 4 units):
KIN 4004 Elementary School Physical Education (4)
or PHIL 3701 Philosophy of Education(4)
or PSYC 4440 Child Psychopathology (4)
or TED 5351 Psychological Foundations of Education (3)
1. *Organizational Leadership Option (28 units):*
- 0. Required (12 units)
 - MGMT 3600 Theories of Management (4)
 - MGMT 3614 Organizational Behavior (4)
or PUAD 4830 Organizational Theory and Human Behavior (4)
 - MGMT 4500 Business, Government, and Society (4)
or POSC 3419 Labor Policy & Law (4)
 - 1. Electives (16 units)
 - *Group I (4 units)*
Select one from the following:
 - COMM 3530 Interviewing Principles and Practices (4)
 - MKTG 3495 Business Communication (4)
 - *Group II (12 units, at least 8 units must be upper division)*
Please consult with your advisor for a current list of acceptable courses.
2. *Special Education Option (26-29 units):*
- EPSY 5021 Introduction to Educating all Students in Diverse Classrooms (4)
 - EPSY 5125 Educational Practices: Mild-Moderate Disabilities (4)
 - EPSY 5126 Special Education Law and Program Design (4)
 - EPSY 5136 Educational Practices: Moderate-Severe Disabilities (4)
 - Select 10-13 units from at least two of the following groups (10-13 units)
 - *Group 1: SPPA 3852 Speech, Language and Communication Development Across the Lifespan (4), 3855 Phonetics (4), 3856 Observation of Clinical Procedures (2), 3859 Introduction to Audiology (4), 4861 Hearing Assessment: Instrumentation and Behavioral (5), 4863 Articulation and Phonological Disorders (4), 4865 Language Disorders in Children (4)*
 - *Group 2: DANC 3235 Dance for Children (4); KIN 3305 Structural Kinesiology (4) (Prerequisite: BIOL 2010 or 2011), 4008 Adapted Physical Activity (4); REC 4600 Recreation Therapy Documentation and Assessment (4), 4601 Recreation Therapy Treatment and Program Planning (4)*
 - *Group 3: HDEV 3301 Childhood Development (4), 3800 Human Development and Interaction (4), 4110 Childhood Cognitive Development (4), 4120 Childhood Language Development (4), 4150 Children in Families and Communities (4), PSYC 4345 Sensation and Perception (4), 4410 Abnormal Psychology (4), 4420 Developmental Psychology (4); SOC 4750 Child Welfare (4); TED 5021 Child Growth and Development (3)*
 - TED 3001 (3) or 30 hours of documented experience in a special education setting.
3. *Studies in Education Option (20 units, for BPEP Students only):*
- TED 3005 Intermediate Field Experience in the Elementary School A (1)
 - TED 3006 Intermediate Field Experience in the Elementary School B (1)
 - TED 5110 Computer Based Technology in the Classroom (3)
 - TED 5351 Psychological Foundations of Education (3)
 - TED 5355 Equity and Diversity (4)
 - TED 5366 Preparation to Teach English Learners in the Multiple Subject Classroom (4)
 - TED 5378 Teaching Special Populations in General Education Settings (4)

Other Degree Requirements

In addition to major requirements, every student must also complete the University requirements for graduation which are described in the Baccalaureate Degree Requirements chapter in the front of this catalog. These include the General Education-Breadth requirements; the second composition (ENGL 1002) requirement; the cultural groups/women requirement; the performing arts/activities requirement; the U.S. history, U.S. Constitution, and California state and local government requirement; the University Writing Skills Requirement; and the residence, unit, and grade point average requirements.

Bachelors Plus: Early Pathway Liberal Studies/Credential Program

The BPEP Liberal Studies/Credential Program combines, with minor changes, two outstanding programs on the Hayward and Concord campuses designed for future elementary school teachers: the Liberal Studies B.A. major and the Multiple Subject Credential Program in Teacher Education. The BPEP Program meets the requirements set by the California Commission on Teacher Credentialing for subject matter and professional preparation. A student who completes this program will be granted a B.A. degree major in Liberal Studies and, upon passage of the CSET Multiple Subject Examination and RICA examination, a Level I (Preliminary) Multiple Subject teaching credential.

The BPEP Program is an alternative to the traditional sequence of four years of undergraduate work and one year of post-baccalaureate work in the Teacher Education Department. That degree/credential path continues to exist and is chosen by most of our students. The BPEP Program is an intensive, accelerated program that combines subject matter coursework with training in educational methods and experience in the elementary school classroom.

The BPEP Program is a full-time commitment for two years including the intervening summer between the junior and senior years. During those years, students are required to take 16 to 22 units a quarter. As a result of this concentrated work-load, most students find it difficult to hold down a job during their time in the program. Final admission requirements for the Credential Program must be completed during the junior year. During the senior year, students are members of a Multiple Subject Credential Team. Members of the Team take their courses together and finish together. Thus, students are unable to move through the program at their own pace.

Admission

Students must declare Liberal Studies as their major and then contact the Liberal Studies office to apply for admission to the BPEP Program. Admission is a two stage process: (1) provisional admission during the summer prior to the student's junior year, and (2) final admission at the end of the junior year.

Provisional admission requirements are: a minimum GPA of 2.90; completion of TED 3001 or an equivalent course which requires a minimum of 20 hours of field experience in an elementary school classroom; and three letters of recommendation, including one from a teacher or principal verifying experience in a K-6 classroom. (One letter may be from the instructor in TED 3001 or equivalent course.) Final admission requirements are: passage of the CBEST examination; completion of 80% of the Liberal Studies major; a minimum GPA of 2.90 in coursework taken during the junior year; and an admission interview by the Multiple Subject Credential Team Leader.

Please contact the Liberal Studies office for information concerning admission forms, admission deadlines, and for the specific courses required during the junior and senior years.

Liberal Studies Program
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2. Self Study

2.1 Summary of Previous Review and Plan

The prior Five Year Review of Liberal Studies was begun in the 2005-2006 academic year and completed in 2006-2007. The review addressed the following issues:

1. Curriculum

The Liberal Studies Program underwent a curricular revision in Fall of 2006 aimed at addressing the needs of the major's two primary student constituencies: future teachers and students looking for a flexible and interdisciplinary course of undergraduate study. The program plan therefore stated that the primary goals for the next review period would be (1) to gain approval of this revision from the California Commission on Teacher Credentials (CCTC), (2) to articulate the new major with the CSU-wide Lower Division Transfer Pattern (LDTP) for students transferring from community colleges, and (3) to develop a means of assessing student dispositions and achievement of student learning outcomes.

2. Students and Outreach

In the 2005-2006 review, the continued loss of students in the major was described as the most important issue facing the Liberal Studies Program. The Liberal Studies Plan outlined an effort at increasing outreach to students at local community colleges, further developing the program's online presence, and developing more effective and accessible information and materials for current and potential students. Also, the 2005-06 plan aimed to increase enrollments in the Liberal Studies Bachelors Plus (BPEP) program.

3. Staffing and Resources

The 2005-2006 plan made no significant plans for changes in staffing as the number of staff had been increased from two to three during the previous review period. Instead, the 2005-2006 review directed attention toward providing current staff with more tools and resources to work with current students.

2.2 Curriculum and Student Learning

Of the three curricular objectives laid out in the 2005-2006 plan, the results have been mixed. First, the Liberal Studies program has not yet met its goal of attaining CCTC approval for its subject matter preparation program. There are a number of key reasons behind this lack of approval, but it remains a primary objective to be completed. It should be noted, however, that according to the CCTC website only ½ of all CSUs have attained this approval for multiple subject

programs. Second, the 2005-2006 plan stated a need to articulate the Liberal Studies major with the LDTP. This was, in fact, completed but the LDTP was later abandoned as a system-wide project. At present, the Liberal Studies program is working on articulation with the new Transfer Model Curriculum (TMC) designed following the passage of State Bill 1440. Finally, the 2005-2006 plan outlined a need to identify student dispositions toward the current curriculum and achievement of declared student learning outcomes. This objective has not been met and the program still faces an assessment challenge.

In its curricular structure, our program is most comparable to other CSU Liberal Studies programs at San Jose, San Francisco, and Sacramento State. Please see Appendix A for an outline of programs at these campuses. All three of these organizations are listed as programs, not departments, and the majority of their coursework is offered and taught by other departments. Two of them, however, also offer courses under their own prefix that are specific to the Liberal Studies program. These programs also have a greater number of faculty assigned to the program. Having more assigned faculty and the ability to offer courses allows these programs an effective means of assessing student performance.

2.3 Students, Advising, and Retention

The Liberal Studies program has made several strides in outreach to new students. We have taken part in major exploration fairs both at CSUEB and our local community colleges. We have met with counselors and advisors at local community colleges to encourage transfer into the major. Nevertheless, our numbers in Liberal Studies continue to decline although at a slower rate; our number of new majors seems to have reached a bottom in 2009 (see Appendix B). Since then, our number of new majors has begun to increase each year though it has not yet matched the number of graduates we produce annually. Most importantly, numbers in our BPEP program have dropped considerably and have not yet recovered. In large part, this is due to changes in the teaching credential cohort start dates which now commence in Summer rather than in Fall quarter as they did in the past. Many students interested in the accelerated program are unable to complete all of their admissions requirements (particularly passage of the CSET) by the Spring document deadline for summer admission.

In the prior 5-Year Review, The Director of the Liberal Studies Program and the Associate Dean of the College of Letters, Arts, and Social Sciences agreed that the most efficient way to measure student achievement in Liberal Studies was in collecting CSET pass-rates of our students. The Liberal Studies program has had a measure of success in attaining these rates from 2009 to the present (please see Appendix D). While this data shows an acceptance into CSUEB's teacher credential program at a rate of 82%, it is limited to the 70 students who have applied to the CSUEB credential program in the last two years while Liberal Studies has graduated nearly 300 students total over the same period. A more complete assessment of the 230 students who did not apply to CSUEB's credential program remains a challenging but necessary task. Moreover, while the information on pass-rates of the CSET is helpful, we still do not have access

to actual scores and breakdowns of student success on each of the 3 sections of the CSET multiple subjects exam. Further, the stated Liberal Studies student learning outcomes are not clearly exemplified in the CSET. Some other means of assessment needs to be developed that will capture student skills and proficiencies in the designated outcome areas.

During the past 5 years, Liberal Studies began each year with students from the PACE program accounting for 9-13% of our majors. These students in PACE draw on different resources than do our other majors, and are recruited through different channels. They are primarily enrolled on the Liberal Arts track and most do not plan on becoming elementary school teachers.

2.4 Faculty

Does not apply.

2.5 Resources

Staffing in the Liberal Studies office has not changed and remains adequate. Our two full-time advisors meet with students regularly, attend trainings and information sessions about campus advising, and complete the numerous graduation evaluations required each quarter. Our full-time administrative assistant manages our department account, updates our web page, handles department communications, and was the primary person responsible for organizing the two cross-campus office moves that Liberal Studies has undergone in the past 5 years. While our staffing needs are met, however, our financial resources have been reduced from an annual budget of \$3000 in 2005-2006 to a current annual budget of \$1671 in 2011-2012. This dramatic reduction in budget is reflective of the budget crisis that our university has waded through in the past years since 2008. It continues to have an impact on our ability to reach out to new students through printed materials and mailings.

2.6 Units Requirement

The current major requires 72 units for students on the Liberal Arts Track and 124 units for students on the Teacher Preparation track. Since the Teacher Preparation track builds in a significant portion of upper and lower division GE requirements, well-advised students should not need to exceed 180 units.

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3. Five-Year Plan

Since the last 5-year review, the Liberal Studies program has made a number of accomplishments including assisting 1013 students to attain graduation with a BA Liberal Studies (see Appendix C), conducting a major revision of Liberal Studies curriculum in Fall 2006, relocating the Liberal Studies program office to new space on campus twice, and developing two new options/concentrations for Liberal Studies students in Foundational Mathematics and Foundational Sciences (these options are awaiting CIC approval in the face of the provost's moratorium on new programs). Even with these achievements, however, the Liberal Studies Program still has a good number of things to accomplish during the next review period. It is currently a program in transition as it will change program leadership at the start of Fall 2012. The new director will find a program with dedicated staff and engaging students, but also a program still attempting to establish its primary campus identity.

Over the next review period, the Liberal Studies program will need to reconcile the major's two principle impulses toward the specifics of state requirements for elementary school education and the flexibility of the interdisciplinary Liberal Arts degree. The Liberal Studies program will need to spend the next review period attracting new students and developing ways to evaluate student success and achievement. An important step in achieving these goals will be the re-constitution of the Liberal Studies Advisory Council. This organization, consisting of representatives from departments and offices from across the campus with interest in Liberal Studies, should be able to provide assistance and direction in the objectives outlined below.

3.1 Curriculum:

The Liberal Studies program underwent a major curricular change in 2006. While another major overhaul of the program is not necessary, the program should consider some minor curricular modifications, such as completing the approval process for the options in Foundational Science and Foundational Mathematics. More importantly, the program will still need to complete the CTC approval process. Also, the Liberal Studies program will need to work closely with the Teacher Ed. Department in order to revitalize its BPEP program. Specifically, the Liberal Studies programs should look into further developing subject matter authorization programs like Foundational Math and Foundational Science that will allow students to waive portions of the CSET. While, at present, these waivers are helpful primarily for those seeking secondary credentials, many Liberal Studies students seeking multiple subject credentials would still appreciate being able to waive a portion of the exam. In the longer term, the Liberal Studies program should consider program-based courses which could serve as important tools for assessment. By creating an intake Junior-Level class and a senior-level capstone course, the Liberal Studies program could more easily gather direct data on student performance.

3.2 Students:

The decline in Liberal Studies majors, while not entirely halted, has slowed considerably. The program will need to continue its outreach efforts to local community colleges in order to bring this trend entirely to a halt. For students who have already begun their academic careers at CSUEB, the Liberal Studies program will need to develop a more effective system of coordinating those regular students in the program at the Hayward campus, those students at the Concord campus, and those students in the PACE program. As Liberal Studies staff attempt to serve these three constituencies, particularly at the final evaluation stage, there are often problems of communication between different campus offices. These communication errors between LIBS-Hayward, LIBS-Concord, and PACE need to be resolved during the next review period.

3.3 Faculty:

Liberal Studies has no faculty, and thus this category does not entirely apply. However, as the program considers the curricular changes noted above, recruiting faculty for partial appointments should also be considered. If the Liberal Studies program were to move in this direction, faculty with partial appointments to Liberal Studies would be able to provide course instruction in LIBS designed courses.

3.4 Other Resources:

The Liberal Studies three-person staff maintains an active office and serves more than 350 majors. Each advisor meets regularly with students, prepares graduation evaluations, and remains up-to-date on the latest advising policies of the university. Though our annual budget was reduced two years ago, the program has still managed to carry out its responsibilities. If the Liberal Studies program carries out curricular revisions to include program specific courses, Linda Clark, the department's Academic Services professional can perform the necessary functions in Peoplesoft. Over the next review period, the Liberal Studies program does not anticipate any significant increased demand for university resources.

**Report of the External Reviewer
Liberal Studies Program
California State University, East Bay
Hayward, CA**

Monica D. Fitzgerald
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Saint Mary's College of California
May 16, 2011

This report is based on detailed reading of the April 17, 2012 Liberal Studies Program 5 Year Review and site visits made April 18 and 20, 2012. This review was completed in response to a request for external evaluation of the Liberal Studies Program at CSUEB. The site visits included interviews with various members of CSUEB community who have a stake in the Liberal Studies Program.

The Liberal Studies Program has many strengths. I was impressed by the rigorous curriculum, the dedication of the director and staff, and the enthusiasm of the students. The program's strengths are outlined in the internal review document and thus are not repeated here. Instead, this report focuses on the areas of concern and growth that were conveyed to me during my visits. I present a general summary of my findings and offer suggestions for improvement.

I. Curriculum

The program offers rigorous courses for both the general interdisciplinary track and the teacher preparation track. However, there are no core courses offered by Liberal Studies. Several core courses would help address several areas of concern in curriculum and students/outreach which I will discuss below. If Liberal Studies offered a sophomore introductory class to the major and then a senior capstone class, this would help build identity in the program, address some major concerns over assessment, guarantee the program met its stated Student Learning Outcomes, and help build the program by having some dedicated faculty to teach in the program. Currently, the only assessment employed by the program is the passage rate of the CBEST. There are no studies that indicate this is a real gauge of student learning. The data offers no comparison between passage rates for Liberal Studies students versus those students in other programs who take the CBEST. And, the CBEST data is limited to students who apply to the CSUEB credential program (it has captured only 23% of Liberal Studies students), and none of the general Liberal Studies students. As WASC puts greater and greater emphasis on assessment, it is imperative that the Liberal Studies program develops a system to evaluate its Student Learning Objectives. Without core courses, the only tools available are

perhaps to utilize student surveys, survey faculty who teach some of the required courses, or developing an e-portfolio for students.

An e-portfolio would benefit the program in several ways. Not only would it have students engage in self-assessment and submit artifacts that demonstrate the ways they have met the program's Student Learning Objectives, it would also allow the program to archive data to do long term assessment and program reviews. Another added benefit of the e-portfolio it could also serve as part of an online resume for students on the job market or applying to graduate school.

The BPEP program is an excellent accelerated program, and should be a huge draw for students. However, in recent years the numbers of enrolled students have dropped considerably. I encourage the Director of Liberal Studies and the Chair of the Teacher Education Department to collaborate on ways to reinvigorate BPEP. Certainly part of the issue could be advising, which will be addressed below, but the loss of the winter quarter cohort has definitely impacted the ability of students to join BPEP, especially transfer students.

The Foundational Math and Foundational Science courses that will allow students to waive portions of the CSET would be appealing to students with whom I spoke. However, in terms of the future of the program, it is more important to establish core courses as a means of assessment and identity to build the program.

Students were also interested in exploring the possibility of more field experience/service learning/community engagement during their undergraduate courses. Whether at school sites or other community partner organizations, this could be a dynamic way to address the program's Student Learning Objectives and offer students the opportunity to gain hands-on experience in a classroom or help contextualize what they are learning in their courses regarding the world around them. The Association of American Colleges and Universities considers service learning a high-impact practice (<http://www.aacu.org/leap/hip.cfm>) and is excellent preparation for any future career.

Another curricular challenge for the program involves the number of course offerings at the Concord campus. There needs to be more consistency and long-term planning and vision for Liberal Studies students on this campus. The process of working individually with various department chairs to secure a commitment for course offerings seems redundant and time consuming. The institution needs to make a commitment to invest in the Concord campus.

Creating an Advisory Board comprised of faculty from the different departments, Teacher Education, and Advising Office could help address some of these curricular concerns, as well as other concerns raised below regarding Outreach

and Administration. The program does not currently have any By-Laws which would also help build and communicate the vision of the program.

Synopsis of suggestions to address the curriculum

1. Add core courses to Liberal Studies
2. Create tools for student assessment, such as surveys or e-portfolios (in addition to core courses)
3. Reintroduce winter cohort for BPEP
4. Explore service learning courses
5. Commitment to courses at Concord Campus
6. Create an Advisory Board and By-Laws

II. Students, Outreach & Advising

This is the area of most concern for the future of the Liberal Studies Program. During my interviews with students, it was apparent that the Liberal Studies students take great pride in their program, believe it is challenging and prepares them for their future careers. The program needs to build on the strength of its students and utilize them as a resource to build majors and identity on campus.

The program has definitely experienced an “identity crisis” in recent years. The multiple moves of the program offices certainly have not helped. However, there are also some internal structures that have prevented strong growth and presence on campus.

Students explained that this is a hard major to actually learn about when they enter CSUEB. They each said they had to seek out information, and did not learn about the Liberal Studies options from any advisor or center on campus. There is definitely a need to educate the wider campus community about the Liberal Studies Program. The program also needs to promote the general studies option and spread the word about the varied career options open to a Liberal Studies major.

Students expressed disappointment that there was no Liberal Studies identity on campus, and were very enthusiastic about helping build culture and identity. They said it was “easy to get lost” in this major. Students are eager to help. They expressed interest in tabling at different community colleges and CSUEB orientations. They also wanted opportunities to meet fellow majors, create study groups and program wide events. Here are some suggestions that I believe students would be very interested in:

1. Orientation nights for the program
2. Quarterly events with speakers
3. Social nights to network
4. Buddy program with senior students and new students
5. Transfer days to introduce new students to the program

6. Graduation party
7. Department awards
8. A Liberal Studies Student Club
9. Student tabling at recruitment events
10. Group service projects/days

Students also expressed interest in having program t-shirts, graduation stoles, and some online resource to connect with fellow students, such as a program Facebook page. Creating a student pedagogy center next to the Liberal Studies offices would also help create a central focus and identity, allow students to meet, study, mingle, and feel connected to their major. It could also serve as a resource space for future students to learn about the major.

The added challenges of having majors at the Concord campus and re-entry PACE students contribute to the lack of culture and identity. Evening events, an online student presence, and a more interactive website could help bring these students together on occasion and build a sense of cohesion.

The website is not especially useful for students. Updating the website and fully utilizing blackboard as a vehicle for disseminating program information could increase student communication and program identity.

The program has a great opportunity to seize on the energy and passion of its students to help grow the program. These activities will not only address the identity of the program and support current students, but it can serve as a recruitment tool.

Recruitment

This remains a major source of concern for the program, both on-campus and in the wider community. The self-study identifies the need to have more release time for the Director to devote the time and energy necessary to address the recruitment issue. I cannot stress enough the serious need for the University to give the new Director the additional release time. This is a complicated program, with two tracks, an accelerated program, and two separate campuses with different sets of advisors. The incoming director has many issues to address on all fronts – curricular, administrative, and outreach. While teacher education programs are growing on many campuses, it is not the case at CSUEB. Concerted effort needs to be placed on recruitment. The director needs time to collaborate with local community colleges, outreach to high schools, develop a stronger presence on campus, and create a stronger online presence for current and future students. The director needs to create materials that help inform the broader campus about the major and have training/information sessions for general advisors, who are not as well-versed on the major as they could be. Students said they had to search for the major on their own.

The program needs to also collaborate more with community colleges on the prerequisites so more students can successfully complete the BPEP program. Continued collaboration with the Teacher Education Department can also help increase enrollment in BPEP.

Advising

Advising is both a strength and area of growth for Liberal Studies. The students feel that once they are in the program they are well advised. The Liberal Studies advisors are knowledgeable, engaged, and care about students. There are four sources of advising in the Liberal Studies Program: (a) most students have one of two main Liberal Studies advisors housed on the Hayward campus; (b) some students have a PACE advisor; (c) Concord campus students have an advisor housed on that campus; (d) BPEP students have the Director of Liberal Studies as an advisor. The lack of regular/systematic communication between the various advising groups has led to some problems, especially around graduation checks. Developing a regular means of communication, whether in-person or online would help address some of the frustrations expressed about the workflow process and maintaining the curricular standards of the program. If all advisors had access to student records and could create an online system of tracking advising meetings that would increase communication between all the advising parties. There need to be more opportunities for shared information. Some serious attention needs to be devoted to developing a computer system for collaborative advising.

Liberal Studies is a complicated program to advise in. If students do not meet with advisors, they have trouble finishing on time. It is not mandatory at CSUEB that students meet with advisors. Having advisors sign-off on registration would address some of the problems students face. Outside of that option, it would be helpful on the Liberal Studies website to offer quarterly FAQs about courses, schedule planning, etc. Having “advising nights” that brought students and advisors together each quarter may also build a sense of collaboration among advisors and increase student awareness regarding requirements.

Advisors need opportunities for shared collaboration and communication. They could work together to create advising nights or engage in an advising planning retreat each year.

Synopsis of suggestions for Students, Outreach and Advising

1. Build identity and culture through more attention on students, creating clubs, awards, pedagogy center, program events, and activities
2. Utilize students to help with recruitment fairs
3. More release time for Director
4. Increase exposure at community colleges, high schools and on campus tabling
5. Develop computer technology for program: website, Facebook page, Blackboard site, and advising software

6. Develop opportunities to increase collaboration with advisors
7. Develop materials/training for general University advisors to increase awareness of the program.

III. Staffing and Resources

While understanding the financial crisis in higher education, and the continued cuts at the CSU level, without some increase in release time and program budget, the ability of the Liberal Studies program to address some of the concerns outlined above is limited. The staff and director of the Liberal Studies program are dedicated to the success and growth of the program, but need some institutional support to realize their goals. With a new incoming director and the completion of the 5 Year Review and Plan, this may be a good time for the program to have a retreat to collaborate and envision strategies for the future.

IV. Concluding Remarks

This is an excellent opportunity to dedicate the time, energy and resources to truly grow the program into the future. The current director has done a good job of building back up the program since its marked decrease in majors since 2000. However, having a director who split his time chairing another program put him in the difficult situation of simply not having the time to address all the needs of the program. There is a great sense of pride among the director, staff and students that this is a strong and integral program for the campus. At one point, this was the largest major in the College of Letters, Arts and Social Sciences. All studies show an increasing need for students in the workforce with a liberal arts background. California is projecting a shortage of teachers in the future. Increased emphasis on teacher development and student learning requires more well-educated and well-trained teachers. CSUEB can seize on these opportunities to support the growth and development of the Liberal Studies Program.

The Liberal Studies Program at Cal State East Bay
Five Year Review 2011-2012

Document #4
Program Response to External Reviewer's Report

GENERAL RESPONSE:

The Director and Staff of the Liberal Studies Program are pleased with the external reviewer's report. Dr. Monica Fitzgerald, Director of Liberal Studies at St Mary's College visited our campus on Wednesday April 18 and Friday April 20, 2012. We received Dr. Fitzgerald's report on May 20, 2012. In her report, Dr. Fitzgerald states that the Liberal Studies program at Cal State East Bay has "many strengths" and that she was "impressed by the rigorous curriculum, the dedication of the director and staff, and the enthusiasm of the students." Dr. Fitzgerald's report does indicate some areas where the Liberal Studies program could be enhanced and improved, however, the document on the whole is positive and affirming. The Liberal Studies program and staff thank Dr. Fitzgerald for her thorough and informative review.

REVIEWER COMMENTS AND SUGGESTIONS:

The Review document contained comments and suggestions in three major areas: Curriculum; Students, Outreach and Advising; and Staffing and Resources.

1. Curriculum: The reviewer's comments indicate that the Liberal Studies program maintains a rigorous curriculum that well prepares students for work and scholarship in a number of fields.
 - a. Of particular note, the reviewer recommends the development of new courses at the sophomore and senior level that would serve as introductory and capstone experiences. She indicates that these courses would be most helpful in developing the Liberal Studies program's assessment model.
 - b. Dr. Fitzgerald makes note of the proposed Liberal Studies Foundational Math and Foundational Science options as important developments that will give students new opportunities for furthering careers in education.
 - c. In the external review, Dr. Fitzgerald also notes a desire from students for more opportunities in service learning.

2. Students, Outreach and Advising: Dr. Fitzgerald notes this area as the most important area for development. Because of a number of campus-wide issues, Liberal Studies has been unable to promote its programs to potential off campus students in ways that would be most productive
 - a. For our current students, Dr. Fitzgerald recommends a number of program activities such as orientations nights that would give students a better sense fo campus identity.
 - b. The review suggests that The Liberal Studies program make renewed efforts to contact students at community colleges prior to transfer. By recruiting at this stage, the program's BPEP-MS program could be effectively developed.

- c. In regards to advising, Dr. Fitzgerald notes problematic relationships between Liberal Studies, the Concord Campus, and the PACE program. She suggests that working out more effective communications between these offices will help students to have a better idea of their position on campus.
3. Staffing and Resources: Dr. Fitzgerald suggests that staffing levels in the Liberal Studies program are adequate for student needs. She does, however, suggest that the Liberal Studies director should receive a greater amount of release time in order to work on program issues such as recruitment and outreach which will require visits to local community colleges.

GOALS: After a careful consideration of Dr. Fitzgerald's report, the Liberal Studies program has some clear ideas on ways to proceed. It should be noted, however, that this review has taken place at a time when leadership in Liberal Studies is undergoing a change. As of Fall 2012, Liberal Studies will be directed by Dr. Nancy Thompson. In addition, since the external review was received, some changes to Liberal Studies staffing levels have already been made. Over the course of the next 5 year review, Liberal Studies will address the following issues:

1. Reinvigorate program outreach and recruitment at local community colleges
2. Research and explore the creation of Liberal Studies courses at the sophomore and senior level
3. Continue development of a Liberal Studies assessment model
4. Attain approval of Foundational Science and Foundational Math options
5. Re-establish contact and gain formal approval of subject matter preparation program from California Commission on Teacher Credentials.