



**COMMITTEE ON ACADEMIC PLANNING AND REVIEW
ANNUAL PROGRAM REPORT**

College	CLASS
Department	Liberal Studies
Program Unit	
Reporting for Academic Year	2012-13
Department Chair	Nancy Thompson
Date Submitted	18 June 2013

1. SELF-STUDY (about 1 page)

A. Five-year Review Planning Goals

<p>Our last five-year review listed the following goals</p> <ol style="list-style-type: none"> 1. approval of Foundational Math and Science options 2. new director 3. establishing campus identity 4. assessment 5. reconstitution of Liberal Studies Advisory Council 6. curricular revision 7. entry-level and capstone courses 8. communication between PACE, Concord, and Hayward campuses
2.

B. Five-year Review Planning Goals Progress

<ol style="list-style-type: none"> 1. Approval of Foundational Math and Science options has been stalled: the options couldn't be added to the major without bringing it out of compliance with the current Transfer Model Curriculum, which allows an option of only 18 units for the Teacher Prep track. Since then, however, LBST has proposed a revision that reduces the number of units in the major. If the revision is approved, the Foundational Math and Science options can be offered as part of the major. 2. A new director has been appointed and she is familiarizing herself with the major and with the various entities concerned with the LBST major (TED, other CSUEB departments, community colleges, PACE program, staff at Hayward and Concord, the California Teacher Credentialing Commission, etc.) 3. Toward establishing campus identity, LBST held an end-of-year party to celebrate our graduating seniors and to recognize the first annual Showeshi Strickland-Boston scholarship donor, honoree, and recipient. See also #7 below. 4. Assessment has begun with an exit survey of graduating seniors. See also #7 below. 5. While the Liberal Studies Advisory Council has not been formally reconstituted, the current director has been in contact with the departments and programs listed in #2 above. 6. A revised curriculum has been approved by the CLASS curriculum committee, and is awaiting approval by the university.

7. Entry-level and capstone courses have been proposed as part of the major revision and have been approved by the CLASS curriculum committee. The courses, if approved by the university, will facilitate assessment and increase the sense of community among LBST majors.
8. Communication between PACE, Concord, and Hayward campuses has improved. The LBST director spends one day per week at the Concord campus.

C. Program Changes and Needs

The institution of an entry-level and capstone course will require faculty resources for instructors to teach this course. We anticipate that the classes will be taught initially by the Liberal Studies director, but in time other instructors (possibly from among those teaching GS courses) will likely be needed. These courses are planned as hybrid or on-line, so no resources in terms of classroom space will be needed.

2. SUMMARY OF ASSESSMENT (about 1 page)

A. Program Student Learning Outcomes

Numbers in parentheses refer to University ILOs

Liberal Studies majors will:

apply the broad knowledge of an educated generalist and the critical methods of different disciplines to contemporary issues of self, society, and nature; (1)

demonstrate deep understanding of the principles and methods of at least one specialized subject area or discipline (6);

communicate ideas clearly and persuasively orally and in writing (2)

demonstrate independent thinking tempered by respect for others and the environment (5)

work individually and collaboratively to promote social justice through an appreciation of diversity and a commitment to democratic values (3, 4)

The multidisciplinary courses in the LBST major align with LBST SLOs 1, 3, 4, 5; the depth-of-study requirement aligns with SLO 2. Since almost every undergraduate course in the university may potentially be used in a LBST major, a curriculum map is unworkable; however the entry-level and capstone courses, if approved, are designed to support and assess the LBST SLOs.

B. Program Student Learning Outcome(s) Assessed

SLO 1: apply the broad knowledge of an educated generalist and the critical methods of different disciplines to contemporary issues of self, society, and nature

SLO 2: demonstrate deep understanding of the principles and methods of at least one specialized subject area or discipline

C. Summary of Assessment Process

Graduating seniors were asked to complete an exit survey, evaluating their own assessment of their education in key areas.

D. Summary of Assessment Results

Students agreed by a wide margin that they had received a well-rounded education. They showed most confidence in their ability to write effectively and in their understanding of the methods of their depth-of-study field. They were slightly less confident about specific areas of their education (science, art/literature) and the applicability of different disciplines to current issues. the establishment of an entry-level courses will offer students better preparation for a multi-disciplinary curriculum, while a capstone will give them the opportunity to put into practice the methods they have encountered in other classes. It should be noted that the survey sample was

small, so it is difficult to say whether the answers were representative of the major as a whole. A quarter of the students responding reported that they had taken and passed the CBEST and CSET exams on the first try. These exams, which are required for potential teachers, measure basic skills (writing, reading, math) and subject knowledge (science, arts, literature, social science, physical education, childhood development). Since the exams measure preparedness in a variety of disciplines, the reported success rate suggests that the curriculum is effective in promoting generalist knowledge as required by SLO 1. No one (surprisingly) reported taking the exam more than once. The success rate is especially high considering that two-thirds of the students polled have not and do not intend to take these exams—in other words, those who took the exams uniformly passed them.

Institution of entry-level and capstone courses will allow direct assessment in the future by means of student projects (the entry-level course assessing all SLOs except #2, the capstone course including assessment of SLO 2, the depth-of-study requirement). In addition, we should be able to increase the sample size of an exit survey by making it part of the capstone course requirements.

3. STATISTICAL DATA (about 1 page)

Planning and Institutional Research produce program statistics annually in standard format. These statistics will be attached to the Annual Report of the Program Unit. This statistical document is expected to be approximately one page long and will contain the same data as required for the five-year review including student demographics of majors, student level of majors (e.g. Juniors, Seniors), faculty and academic allocation, and course data.

The following links might be helpful:

- a) Student demographics of majors: While the number of majors has declined in the years 2009-2013, the ethnicity of majors as a percentage of the total has remained relatively steady.

	2009		2010		2011	
Majors	434		372		360	
Black	37	8.5%	40	10.7%	29	8.3%
Asian	52	12%	47	12.6%	27	7.5%
Hispanic	90	20.7%	84	22.5%	92	25.5%
White	144	38.2%	153	41.1%	144	40%

(Majors not accounted for on this chart are from other ethnic groups or of mixed or unknown ethnicity.)

The ratio of men to women has likewise stayed relatively steady over the same period. The majority of the LBST majors are female, which not surprising given that many students intend to become elementary school teachers, a profession still dominated by women.

Women majors: 2009: 81.5% (354); 2010: 81.4% (303); 2011: 83% (299)

- b) Degrees Conferred by the program:
2011-12: 150
2010-2011: 133
2009-2010: 157
- c) SFR's by discipline: There are no LBST faculty or courses
- c) Course History data: There are no LBST courses

Exit Survey Responses CBEST and CSET

Q8: Have you taken the CBEST exam?

Answered: 12, Skipped: 0

Answer Choices	Responses
Yes, I passed on the first try	25% 3
Yes, I passed, but not on the first try	0% 0
Yes, but I haven't yet passed or I don't yet know the results	0% 0
No, but I intend to take it	8.33% 1
No, I do not intend to take the CBEST	66.67% 8
Total	12

Q9: Have you taken the CSET exam?

Answered: 12, Skipped: 0

Answer Choices	Responses
Yes, I passed on the first try	25% 3
Yes, I passed, but not on the first try	0% 0
Yes, but I haven't yet passed or I don't know the results	0% 0
No, but I intend to take it	8.33% 1
No, I do not intend to take the CSET	66.67% 8
Total	12

Exit Survey Responses SLOs 1 and 2

Q20: I have received a broad, well-rounded education.

Answered: 11, Skipped: 1

Answer Choices	Responses
I agree	90.91% 10
I agree to some extent	0% 0
I disagree to some extent	0% 0
I disagree	9.09% 1
I'm not sure	0% 0
Total	11

Q21: Thanks to my studies, I can apply the critical methods of different disciplines to current issues.

Answered: 11, Skipped: 1

Answer Choices	Responses
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Answer Choices	Responses
I agree	63.64% 7
I agree to some extent	27.27% 3
I disagree to some extent	0% 0
I disagree	9.09% 1
I'm not sure	0% 0
Total	11

Q22: Thanks to my studies, I understand the basic principles of science and scientific inquiry.
 Answered: 11, Skipped: 1

Answer Choices	Responses
I agree	63.64% 7
I agree to some extent	27.27% 3
I disagree to some extent	0% 0
I disagree	9.09% 1
I'm not sure	0% 0
Total	11

Q23: Thanks to my studies, I have a better understanding of human nature.
 Answered: 11, Skipped: 1

Answer Choices	Responses
I agree	81.82% 9
I agree to some extent	9.09% 1
I disagree to some extent	0% 0
I disagree	9.09% 1
I'm not sure	0% 0
Total	

Q24: Thanks to my studies, I have a deeper appreciation for art and literature.
 Answered: 10, Skipped: 2

Answer Choices	Responses
I agree	70% 7
I agree to some extent	20% 2
I disagree to some extent	0% 0
I disagree	10% 1

Answer Choices	Responses
I'm not sure	0%
	0
Total	10

Q25: Thanks to my studies, I have a deeper appreciation for the natural world.
 Answered: 11, Skipped: 1

Answer Choices	Responses
I agree	63.64%
	7
I agree to some extent	27.27%
	3
I disagree to some extent	0%
	0
I disagree	9.09%
	1
I'm not sure	0%
	0
Total	11

Q26: Thanks to my studies, I have learned to write clearly and effectively.
 Answered: 11, Skipped: 1

Answer Choices	Responses
I agree	81.82%
	9
I agree to some extent	9.09%
	1
I disagree to some extent	0%
	0
I disagree	9.09%
	1
I'm not sure	0%
	0
Total	11

Q27: I have a good understanding of the principles and methods of my minor field or option.
 Answered: 11, Skipped: 1

Answer Choices	Responses
I agree	81.82%
	9
I agree to some extent	18.18%
	2
I disagree to some extent	0%
	0
I disagree	0%
	0
I'm not sure	0%
	0
Total	11

Student comments:

Showing 5 responses

The breath of classes required for a Liberal Arts Major helped hone the skills needed at the work place. Having been part of the corporate world for over thirty years, my Liberal studies have expanded my knowledge and skills making me a valuable asset for my company.

6/6/2013 7:54 PM

I had no problems with the program. Coming from Health Science I prefer Liberal Studies because of the help and great advising I received. The support went beyond anything I recieved from the other department. I don't see a need for change. Thank you!

6/5/2013 4:41 PM

Liberal Studies PACE students are disconnected. I don't understand the separation. I almost took courses I didn't need because of direction from PACE counselors. Lib Studies counselor understood better how to apply old courses I had taken. Thank goodness for that as it made for a more pleasant last quarter.

6/5/2013 2:39 PM

There are some courses, like the ART The Creative Process, that are difficulty to get in because they are mandatory classes for other majors. I don't think this is effective or fair. Thanks!

6/5/2013 2:38 PM

It's all good. Thank you!

6/5/2013 1:43 PM