



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

College	CLASS
Department	Liberal Studies
Program Unit	
Reporting for Academic Year	2013-2014
Department Chair	Nancy Thompson
Date Submitted	5/30/2014

1. SELF-STUDY (about 1 page)

A. Five-year Review Planning Goals

Our last five-year review noted that the program was in transition, with a new director (Nancy Thompson) to be appointed in Fall 2012. It called for attracting new students, especially in the BPEP program, and for establishing methods to evaluate their success. It advocated the reconstitution of Liberal Studies Advisory Council. It proposed curricular revisions, including the approval of Foundational Math and Science options and the establishment of intake and capstone courses to facilitate assessment, and the development of subject matter authorization programs. It noted communication problems between the PACE program, Concord, and Hayward campuses that needed resolution.

B. Five-year Review Planning Goals Progress

The curricular revision and assessment have been the two most critical issues for the Liberal Studies major followed closely by the need to build enrollments in the major. A revised curriculum has been approved by CLASS and by APGS, but with proposed revisions that are still being reconciled. If/when finally approved, it will include the Foundational Math and Science options and the establishment of introductory/intake and capstone courses, while cutting the number of units required in the major to align with the TMC. The SLOs were revised last year to better reflect the goals of an interdisciplinary major, and assessment of the new SLOs began last year. The proposed intro and capstone courses will need to be approved, however, if to ensure effective assessment. Since Liberal Studies has had no courses that were exclusive to majors, let alone any that were interdisciplinary in focus, assessment of most of the program's SLOs by direct means has been virtually impossible. A prototype of the intro course will be offered by HIST in the spring as part of the Teaching in the Twenty-First Century Freshman cluster. Enrollments are increasing albeit slowly after the precipitous declines of 2008 and 2009 in both the BPEP program and in the major as a whole. Communication between PACE and the Liberal Studies advisors has improved, as the program's regular advisors have taken over the responsibility for PACE students. Communication between Hayward and Concord campuses has also improved, since the director visits the Concord campus once or twice a week during the academic year. These changes have ensured that students at Concord or in the PACE program get advice that is consistent with the requirements of the

major—important, since inconsistency in advising had been the root of the communication issues.

C. Program Changes and Needs

The program lost its administrative assistant in 2012: the program director, the staff in the CLASS dean's office and, to some extent, the advisors have managed to take up the slack. The loss of 12 units of release time annually for the director has been a more serious issue, as the position requires the same demands of time and energy as any other department with nearly 400 majors, due to the numbers of entities concerned with the major (community college programs, teacher credentialing, the CCTC [California Commission on Teacher Credentialing], Concord campus, the dozen-plus departments that offer classes for the major, the PACE program). In addition, the institution of entry-level and capstone courses will require faculty resources for instructors to teach them. 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, particularly if the major continues to grow.

2. SUMMARY OF ASSESSMENT (about 1 page)

A. Program Student Learning Outcomes

P Numbers in parentheses refer to University ILOs

Liberal Studies majors will:

- 1) apply the broad knowledge of an educated generalist and the critical methods of different disciplines to contemporary issues of self, society, and nature; (1)
- 2) demonstrate deep understanding of the principles and methods of at least one specialized subject area or discipline (6);
- 3) communicate ideas clearly and persuasively orally and in writing (2)
- 4) demonstrate independent thinking tempered by respect for others and the environment (5)
- 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 3: communicate ideas clearly and persuasively orally and in writing (2)

On-going assessment of SLO 1 and 2.

C. Summary of Assessment Process

We took two classes that contained a significant number of Liberal Studies majors, ENGL 3020 and HIST 1014. Using a rubric which broke down written communication into five subsets (thesis, organization, development/support, style, and mechanics), we evaluated the final papers for these classes.

Assessment of SLO 1 and 2 are on-going with an annual exit survey.

D. Summary of Assessment Results

Both courses assessed for SLO 3 can be taken at any time in the major, but most of the Liberal Studies students enrolled in the classes we looked at were juniors or seniors. All students showed competence in each of the five sub-categories, with 22% to 45% showing mastery. The results for BPEP students in the History course were slightly better than the results of their classmates,

though their numbers in the sample were too small to be statistically significant. There are issues that need to be addressed for future assessment. In both classes, Liberal Studies majors comprised only part of the numbers of students enrolled: a broader sample would be more revealing. In addition, the majors were at different stages of their course of study: the results therefore showed student proficiency in the classes evaluated, but do not reveal much about the overall effectiveness of the major in meeting its SLOs. The institution of a capstone (submitted, as noted above, but still awaiting approval) would resolve this issue.

SLOs 1 and 2 are addressed indirectly by student self-reporting in an exit survey. While the sample is small, as is often the case when people are asked to voluntarily complete a survey, we know in this case that we are assessing only graduating seniors. As was the case last year when the survey was instituted, all students agreed (89% agreed and 11% agreed to some extent) they had received a well-rounded education. All agreed that the major had given them the tools of different disciplines to deal with contemporary issues (89% agreed and 11% agreed to some extent). They showed confidence in their ability to write effectively by the same margin. They were slightly less confident but still positive about their understanding of scientific principles: only a third agreed completely, the remainder agreed to some extent. Overall they expressed general satisfaction with the program. While these results are heartening, self-reporting is not the most effective assessment. A larger sample and a tool for direct assessment, such as would be possible with the proposed capstone, would provide more accurate results.

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.

Student demographics of majors: The number of majors is beginning to increase again with the numbers of Hispanic rising as a percentage of the whole.

	2009		2010		2011		2012		2013	
Majors	434		372		360		376		381	
Black	37	8.5%	40	10.7%	29	8.3%	28	7.4%	29	7.6%
Asian	52	12%	47	12.6%	27	7.5%	35	9.3%	38	10%
Hispanic	90	20.7%	84	22.5%	92	25.5%	110	29.2%	95	29.4%
White	144	38.2%	153	41.1%	144	40%	126	33.5%	129	33.8%

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

The majority of the LBST majors are still female, which not surprising given that many students intend to become elementary school teachers, a profession still dominated by women; men as a percentage of LBST students are making recent gains.

Women majors: 2009: 81.5%; 2010: 81.4% ; 2011: 83%; 2012: 68.8%; 2013: 76.7%

Degrees Conferred by the program:

2012-13: 131

2011-12: 150

2010-2011: 133

2009-2010: 157

SFR's by discipline: There are no LBST faculty or courses

Course History data: There are no LBST courses

The Annual Report may include one or two pages of supplemental information, as appendices, in the form of graphical presentation (e.g., line graphs), tables, and pertinent discussion which summarize the data of the last several (3-5) years to make changes and trends more apparent.

Rubric for Essay Evaluation

Thesis/Main Point/"Inner Story"

Low	High
not present or apparent too broad or simple statement of fact obvious or lacking significance	thought-provoking and significant raises substantial questions balances familiar and "new" insights

Arrangement/Organization

Low	High
introduction does not engage readers conclusion inconsistent or too obvious paragraphs/transitions don't guide readers	Introduction clearly creates role for reader conclusion invites deeper reflection structure reinforces and expands message

Development

Low	High
insufficient examples or details excess of unrelated/undeveloped ideas lacks convincing supportive evidence/examples does not analyze or reflect on evidence	engaging examples add insight to topic details reinforce and build on the message details/examples are relevant to message comments on examples as needed

Style (Word Choice and Sentence Structure)

Low	High
tone is inconsistent with purpose/message	tone is appropriate for audience and message

Answer Choices –	Responses –
–	88.89%
I agree	8
–	11.11%
I agree to some extent	1
–	0.00%
I disagree to some extent	0
–	0.00%
I disagree	0
–	0.00%
I'm not sure	0
Total	9

Q. 22 Thanks to my studies, I understand the basic principles of science and scientific inquiry.

- Answered: 9
- Skipped: 0

Answer Choices –	Responses –
–	33.33%
I agree	3
–	66.67%
I agree to some extent	6
–	0.00%
I disagree to some extent	0
–	0.00%
I disagree	0
–	0.00%
I'm not sure	0
Total	9

Q. 23: Thanks to my studies, I have a better understanding of human nature.

- Answered: 9
- Skipped: 0

Answer Choices –	Responses –
–	77.78%
I agree	7
–	22.22%
I agree to some extent	2

Answer Choices –	Responses –
–	0.00%
I disagree to some extent	0
–	0.00%
I disagree	0
–	0.00%
I'm not sure	0
Total	9

Q.24 Thanks to my studies, I have a deeper appreciation for art and literature.

- Answered: 9
- Skipped: 0

Answer Choices –	Responses –
–	88.89%
I agree	8
–	0.00%
I agree to some extent	0
–	11.11%
I disagree to some extent	1
–	0.00%
I disagree	0
–	0.00%
I'm not sure	0
	9
Total	

Q. 25: Thanks to my studies, I have a deeper appreciation for the natural world.

- Answered: 9
- Skipped: 0

Answer Choices –	Responses –
–	88.89%
I agree	8
–	0.00%
I agree to some extent	0
–	11.11%
I disagree to some extent	1

Answer Choices –	Responses –
–	0.00%
I disagree	0
–	0.00%
I'm not sure	0
Total	9

Q. 26: Thanks to my studies, I have learned to write clearly and effectively.

- Answered: 9
- Skipped: 0

Answer Choices –	Responses –
–	88.89%
I agree	8
–	0.00%
I agree to some extent	0
–	11.11%
I disagree to some extent	1
–	0.00%
I disagree	0
–	0.00%
I'm not sure	0
Total	9

Q. 27: I have a good understanding of the principles and methods of my minor field or option.

- Answered: 9
- Skipped: 0

Answer Choices –	Responses –
–	77.78%
I agree	7
–	11.11%
I agree to some extent	1
–	0.00%
I disagree to some extent	0
–	0.00%
I disagree	0
–	11.11%
I'm not sure	1

Answer Choices – Responses –
Total 9

Q. 28 Is there anything we could do to improve the Liberal Studies major requirements?

- Answered: 3
- Skipped: 6

Showing 3 responses

I thought the liberal studies major requirements were well rounded and gave me a quality educational experience.

5/1/2014 5:20 PM

It's perfect.

4/28/2014 6:59 PM

I was not told until the quarter before graduation that I needed a minor.

4/28/2014 3:48 PM