



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

College	CLASS
Department	Liberal Studies
Program Unit	
Reporting for Academic Year	2014-2015
Department Chair	Nancy Thompson
Date Submitted	6/30/2015

1. SELF-STUDY (about 1 page)

A. Five-year Review Planning Goals

Our last five-year review 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 finally (after three years) been approved and will be instituted in AY 2016-2017. It includes the Foundational Math and Science options and establishes introductory/intake and capstone courses (both under a HUM prefix), which will facilitate program assessment. It also aligns with the TMC, and, in the Teacher Prep option, with the CSET standards as set by the CCTC. A prototype of the introductory course will be offered by HIST in spring 2016 as part of the Teaching in the Twenty-First Century Freshman cluster. Enrollments, which were increasing, after a steep drop in 2008 and 2009, stalled in 2014, though the BPEP program showed an increase. As reported last year, communication with PACE and between the Concord campuses has improved. The need for an Advisory Board has been effectively met by the establishment of a new School of Global Humanities and Cultural Studies, as the School's department chairs will serve in this capacity.

C. Program Changes and Needs

Liberal Studies faces significant changes. The first, shared by every department in the university, is the transition to semesters. Planning has begun with MATH, the sciences (BIOL, CHEM, PHYS, GEOL), and some of the CLASS departments that offer courses for Liberal Studies majors. The challenge will be greatest with the Teacher Prep option, where we must reduce the number of courses, yet still meet CCTC

requirements. The second change is the departure of the current director, Nancy Thompson, and the selection of her replacement. Prof. Thompson will be available to assist in the transition. The third change is a reorganization of CLASS advising and the digitizing of students' major evaluation forms as part of this reorganization. Liberal Studies advisors will join two CLASS advising centers, one in MI and one in MB. All the advisors will share responsibility for major advising of any CLASS departments that opt in, including Liberal Studies. Electronic record keeping will make advising more convenient for students, since any advisor or the director will be able to access and update student records; it will also eliminate the need to transport files back and forth from the Concord campus.

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. Almost every undergraduate course in the university may potentially be used in a LBST major, which has made assessment a challenge; however entry-level and capstone courses have been approved for AT 2016-17 and will support and permit assessment of the LBST SLOs.

B. Program Student Learning Outcome(s) Assessed

SLO 2: demonstrate deep understanding of the principles and methods of at least one specialized subject area or discipline (6)

On-going indirect assessment of SLO 1-3.

C. Summary of Assessment Process

All Liberal Studies students must complete a depth-of-study area, which can be chosen from a number of multidisciplinary options or from one of the university minors. Since Liberal Studies has no courses of its own, student learning is accomplished by other departments; however the Liberal Studies program is responsible for determine whether the number of units required (24 units for the Liberal Arts option and 18 units for Teacher Prep) is sufficient to provide “deep understanding of the principles and methods of at least one specialized subject area or discipline.”

This year we assessed two depth-of-study areas, *Studies in Education* for BPEP students only and the Human Development minor which is often taken by students in both the Liberal Arts and Teacher Prep options.

Studies in Education is comprised of a select set of courses taken as part of the Credential program. Since all credential candidates take the PACT (Performance Assessment for Teachers) at the end of their studies, the PACT provides a useful measure of BPEP achievement of SLO 2, permitting comparison to other non-BPEP credential students.

The HDEV minor, at 24 units, meets Liberal Studies' requirement of 24 depth-of-study units, so to assess this area in HDEV, we identified graduating seniors with HDEV minors. We asked HDEV faculty to assess their understanding of HDEV principles: did students' performance in the course demonstrate a "deep," "developing," or "limited" understanding of the discipline? Although we tried to make the response form as simple as possible, it should be noted that not all faculty members responded to our request for information.

Indirect assessment of other SLOs is provided by on-going with an annual exit survey.

D. Summary of Assessment Results

The data (albeit limited in the case of HDEV) indicated that most students in both depth-of-study areas have acquired an understanding of a specialized subject area or discipline, suggesting that suggest that LBSTs depth-of-study unit requirements are sufficient to meet SLO 2.

Studies in Education: Since the PACT is required of prospective teachers, we had a both a good-sized sample of BPEP students (13) and a fairly large pool of non-BPEP students (86) to compare them to. Overall scores on the PACT ran from a low of 31.30 (1.50/4.0) to a high of 75 (3.0/4.0). As can be seen from the accompanying chart, BPEP student scores averaged somewhat higher than the rest: 64.02 (2.56/4.0) compared to 60.4 (2.41/4.0). All BPEPs satisfied the state's requirements for beginning teachers in terms of their skills, knowledge, and overall ability. The results demonstrate that BPEP students have achieved a somewhat better than average understanding of the methods and principles of elementary education, which is their depth-of-study area.

HDEV minor: We had a much smaller sample of HDEV minors: only five Liberal Studies majors were taking HDEV classes during the period of assessment, and they were all enrolled in different classes, so they were not assessed by the same faculty member. Of the five, two students were judged to show a "deep" understanding, one was considered on the borderline between "deep" and "developing," one withdrew from the university, and in the last case, the faculty member did not respond to my requests for information. Although the results were positive for the students who could be assessed, one cannot read too much into such a small sample, and HDEV is only one of dozens of depth-of-study areas that students may chose; however results from the exit survey of graduating seniors supports the conclusion that students are meeting SLO, as students agree (80%) or agree to some extent (20%) that they now know a minor field or option in depth.

Exit survey: The survey was sent to nearly 300 recent or soon-to-be graduates. Predictably the response was small, but students agreed (91%; 9% undecided) that they had received a well-rounded education, which provided them with different disciplinary approaches to address real world concerns (100%). They were generally satisfied with the program, agreeing that they had acquired a better grasp of science (91%), the humanities (91%), and people and their place in the world (100%) (SLO 1). They also agreed (100%) that they were able to write "clearly and effectively" (SLO 3).

Effective in AY 2016-17, a capstone course will supplement the self-reporting of the exit survey, which should gives us a better perspective on the achievement of the SLOs.

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, which had fallen significantly in 2008-09, when teacher layoffs were regularly in the news, has been increasing slowly but steadily in the last several years.

	2010	2011	2012	2013	2014
Majors	372	360	376	381	388
Black	40 10.7%	29 8.3%	28 7.4%	29 7.6%	33 9.0%
Asian	47 12.6%	27 7.5%	35 9.3%	38 10%	39 10.5%
Hispanic	84 22.5%	92 25.5%	110 29.2%	95 29.4%	109 28.0%
White	153 41.1%	144 40%	126 33.5%	129 33.8%	146 37.6%

(Majors include students in the BPEP/Blended program. 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 were making gains, but seem to have lost ground this year, probably due to the rosier elementary teaching prospects.

Women majors: 2010: 81.4% ; 2011: 83%; 2012: 68.8%; 2013: 76.7%; 2014: 82%

Degrees Conferred by the program:

2013-2014: 135

2012-13: 131

2011-12: 150

2010-2011: 133

SFRs 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.

BPEP PACT SCORES

HC	2.58	65.58
LD	2.83	70.83
LF	2.33	58.33
DG	2.58	64.58
EG	2.25	56.25
HJ	2.45	60.42
PL	1.75	43.75
SM	2.42	60.42
JM	2.42	60.42
SO	3.17	79.17
SS	2.75	68.75
JS	3.00	75.00
SV	2.75	68.75
TOTAL BPEP	2.56	64.02
TOTAL PACT	2.41	60.42

HDEV

a deep understanding of the principles and methods of your discipline? 2

a developing understanding of the principles and methods of your discipline? 1 (rated developing/
almost deep)

a limited understanding of the principles and methods of your discipline? none

No faculty report: 1

Withdrew from university: 1

EXIT SURVEY submitted separately as PDF.

Liberal Studies Exit Survey

Q1 Which Liberal Studies track did you follow?

Answered: 11 Skipped: 0

Answer Choices	Responses
Teacher Preparation	9.09% 1
Teacher Preparation as a BPEP student	18.18% 2
Liberal Arts	18.18% 2
Liberal Arts as a PACE student	45.45% 5
Not sure	9.09% 1
Total	11

Q2 Did you change your track while you were here?

Answered: 11 Skipped: 0

Answer Choices	Responses
No	72.73% 8
Yes, to graduate more quickly	0.00% 0
Yes, because the other track better met my needs	9.09% 1
Yes, for another reason	18.18% 2
Total	11

#	If another reason, please explain	Date
1	Oddly, HUMAN Development was entirely on-line.	6/30/2015 9:20 AM
2	could not take courses for other major	6/29/2015 4:22 PM

Q3 Where did you take most of your on-ground courses?

Answered: 11 Skipped: 0

Answer Choices	Responses
Concord	27.27% 3
Hayward	72.73% 8
Both	0.00% 0
Total	11

Q4 Did you also take courses on line?

Liberal Studies Exit Survey

Answered: 10 Skipped: 1

Answer Choices	Responses
Yes, and I preferred them	50.00% 5
Yes, but I didn't like them	30.00% 3
Yes, though I have no preference for online or on-ground courses	20.00% 2
No	0.00% 0
Total	10

Q5 What was your preferred on-ground class schedule?

Answered: 11 Skipped: 0

Answer Choices	Responses
Days, mornings	27.27% 3
Days, afternoons	0.00% 0
Nights	54.55% 6
No preference	18.18% 2
Total	11

Q6 Do you intend to pursue a teaching credential?

Answered: 11 Skipped: 0

Answer Choices	Responses
Yes, and I have been accepted into the CSUEB credential program	27.27% 3
Yes, and I have been accepted into another credential program	0.00% 0
Yes, but I have not yet been accepted into a credential program	9.09% 1
No, I am not interested in a teaching career	63.64% 7
Total	11

Q7 If you do not intend to teach, what do you intend to do after graduation?

Answered: 8 Skipped: 3

Answer Choices	Responses
I intend to continue my present career	12.50% 1
I intend to pursue a different career	37.50% 3
I intend to pursue graduate study	25.00% 2

Liberal Studies Exit Survey

I am not sure	25.00%	2
Total		8

#	If you know, please specify your preferred career choice	Date
1	Attorney	6/30/2015 1:47 PM
2	A non-profit or government job for youth	6/29/2015 8:13 PM
3	math, physics	6/29/2015 4:22 PM
4	Working with Seniors	6/29/2015 3:40 PM

Q8 Have you taken the CBEST exam?

Answered: 11 Skipped: 0

Answer Choices	Responses
Yes, I passed on the first try	27.27% 3
Yes, I passed, but not on the first try	0.00% 0
Yes, but I haven't yet passed or I don't yet know the results	0.00% 0
No, but I intend to take it	18.18% 2
No, I do not intend to take the CBEST	54.55% 6
Total	11

Q9 Have you taken the CSET exam?

Answered: 11 Skipped: 0

Answer Choices	Responses
Yes, I passed on the first try	27.27% 3
Yes, I passed, but not on the first try	0.00% 0
Yes, but I haven't yet passed or I don't know the results	0.00% 0
No, but I intend to take it	9.09% 1
No, I do not intend to take the CSET	63.64% 7
Total	11

Q10 Is there anything else we should know about you or your CSUEB classes?

Answered: 7 Skipped: 4

#	Responses	Date
1	I loved the intimacy of Concord Campus, All of the instructors were top rate and the advisers were helpful and knowledgeable.	7/1/2015 10:34 AM

Liberal Studies Exit Survey

2	The classes and professors were great. Although I preferred to take the online classes since I live in San Jose, the on ground classes were not so bad since I took them once a week.	6/30/2015 1:47 PM
3	I recall it being difficult to find a class in the sciences during the evening hours.	6/30/2015 9:20 AM
4	At times it was frustrating for me when registering for classes because some of the classes listed on the teacher preparation track or the childhood studies option were only offered for one quarter or not available at all.	6/30/2015 9:13 AM
5	I loved CSU East Bay. Everyone was so helpful.	6/29/2015 8:13 PM
6	I enjoyed my time at CSUEB - Everyone from the receptionist to the professors, general and major counselors were great, highly professional and always willing to help.. Special shout out to Jaski, Kristian Garcia and Dr. Nancy Thompson - with your support I made it through..	6/29/2015 3:40 PM
7	Very few instructors seem to have their online class portfolios "dialed in" yet. Too often the online course felt like an instructor dumping taped lectures (or just powerpoints!) into blackboard like a correspondence course with additional reading or writing to make up for the perception of less work. This may have been ok 10 years ago, but it's increasingly dragging down the overall experience at the university in my opinion.	6/29/2015 1:48 PM

Q11 Classes were appropriate to prepare me for my future goals.

Answered: 11 Skipped: 0

Answer Choices	Responses	
I agree	45.45%	5
I agree to some extent	45.45%	5
I disagree to some extent	0.00%	0
I disagree	9.09%	1
I'm not sure	0.00%	0
Total		11

Q12 It was easy to get the classes I needed.

Answered: 11 Skipped: 0

Answer Choices	Responses	
I agree	45.45%	5
I agree to some extent	36.36%	4
I disagree to some extent	9.09%	1
I disagree	9.09%	1
I'm not sure	0.00%	0
Total		11

Q13 The faculty teaching my Liberal Studies classes were helpful and competent.

Answered: 11 Skipped: 0

Liberal Studies Exit Survey

Answer Choices	Responses
I agree	63.64% 7
I agree to some extent	36.36% 4
I disagree to some extent	0.00% 0
I disagree	0.00% 0
I'm not sure	0.00% 0
Total	11

Q14 It was easy to meet with a Liberal Studies advisor.

Answered: 11 Skipped: 0

Answer Choices	Responses
I agree	72.73% 8
I agree to some extent	18.18% 2
I disagree to some extent	0.00% 0
I disagree	9.09% 1
I'm not sure	0.00% 0
Total	11

Q15 The Liberal Studies advisors were friendly and helpful.

Answered: 11 Skipped: 0

Answer Choices	Responses
I agree	81.82% 9
I agree to some extent	9.09% 1
I disagree to some extent	0.00% 0
I disagree	9.09% 1
I'm not sure	0.00% 0
Total	11

Q16 Calls or emails to my advisor were returned promptly (usually by the next working day).

Answered: 11 Skipped: 0

Answer Choices	Responses
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Liberal Studies Exit Survey

I agree	72.73%	8
I agree to some extent	18.18%	2
I disagree to some extent	0.00%	0
I disagree	9.09%	1
I'm not sure	0.00%	0
Total		11

Q17 I made friends with other Liberal Studies students.

Answered: 11 Skipped: 0

Answer Choices	Responses	
I agree	54.55%	6
I agree to some extent	27.27%	3
I disagree to some extent	9.09%	1
I disagree	9.09%	1
I'm not sure	0.00%	0
Total		11

Q18 I would like to see events for Liberal Studies students.

Answered: 11 Skipped: 0

Answer Choices	Responses	
I agree	54.55%	6
I agree to some extent	18.18%	2
I disagree to some extent	0.00%	0
I disagree	0.00%	0
I'm not sure	27.27%	3
Total		11

Q19 How can we improve students' experience with their classes, faculty, or advisors?

Answered: 5 Skipped: 6

#	Responses	Date
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Liberal Studies Exit Survey

1	Have mix and mingle events in the evenings and music events at Concord	7/1/2015 10:35 AM
2	Although I did not take enough on ground classes to actually make friends, I do think it would be a good idea to have a few events to get Liberal Studies' students together as an opportunity to get to know one another.	6/30/2015 1:49 PM
3	The small campus size insures that you will see familiar faces in each class which is very helpful when needing to stay motivated and on-track.	6/30/2015 9:23 AM
4	My liberal studies advisor was very helpful towards which classes I should take for each quarter and what steps I should take before getting into the teacher credential program.	6/30/2015 9:20 AM
5	None I can think of at this moment. The PACE Program is an excellent program.	6/29/2015 8:14 PM

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

Answered: 11 Skipped: 0

Answer Choices	Responses
I agree	81.82% 9
I agree to some extent	9.09% 1
I disagree to some extent	0.00% 0
I disagree	0.00% 0
I'm not sure	9.09% 1
Total	11

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

Answered: 11 Skipped: 0

Answer Choices	Responses
I agree	72.73% 8
I agree to some extent	27.27% 3
I disagree to some extent	0.00% 0
I disagree	0.00% 0
I'm not sure	0.00% 0
Total	11

Q22 Thanks to my studies, I understand the basic principles of science and scientific inquiry.

Answered: 11 Skipped: 0

Answer Choices	Responses
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Liberal Studies Exit Survey

I agree	63.64%	7
I agree to some extent	27.27%	3
I disagree to some extent	9.09%	1
I disagree	0.00%	0
I'm not sure	0.00%	0
Total		11

Q23 Thanks to my studies, I have a better understanding of human nature.

Answered: 11 Skipped: 0

Answer Choices	Responses	
I agree	81.82%	9
I agree to some extent	18.18%	2
I disagree to some extent	0.00%	0
I disagree	0.00%	0
I'm not sure	0.00%	0
Total		11

Q24 Thanks to my studies, I have a deeper appreciation for art and literature.

Answered: 11 Skipped: 0

Answer Choices	Responses	
I agree	81.82%	9
I agree to some extent	9.09%	1
I disagree to some extent	9.09%	1
I disagree	0.00%	0
I'm not sure	0.00%	0
Total		11

Q25 Thanks to my studies, I have a deeper appreciation for the natural world.

Answered: 11 Skipped: 0

Answer Choices	Responses	
I agree	81.82%	9

Liberal Studies Exit Survey

I agree to some extent	18.18%	2
I disagree to some extent	0.00%	0
I disagree	0.00%	0
I'm not sure	0.00%	0
Total		11

Q26 Thanks to my studies, I have learned to write clearly and effectively.

Answered: 11 Skipped: 0

Answer Choices	Responses	
I agree	72.73%	8
I agree to some extent	27.27%	3
I disagree to some extent	0.00%	0
I disagree	0.00%	0
I'm not sure	0.00%	0
Total		11

Q27 I have a good understanding of the principles and methods of my minor field or option.

Answered: 11 Skipped: 0

Answer Choices	Responses	
I agree	81.82%	9
I agree to some extent	18.18%	2
I disagree to some extent	0.00%	0
I disagree	0.00%	0
I'm not sure	0.00%	0
Total		11

Q28 Is there anything we could do to improve the Liberal Studies major requirements?

Answered: 6 Skipped: 5

#	Responses	Date
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Liberal Studies Exit Survey

1	Offer dance classes at Concord	7/1/2015 10:36 AM
2	Allowing for a broader range of courses to be taken if students can't get the core Liberal Studies courses. Offering up the CSU system online courses as an option for students to succeed.	6/30/2015 6:00 PM
3	I think the major requirements are well rounded and encompass a wide range of principles and understanding for the earth and other human beings. I think you should leave it as it is	6/30/2015 1:51 PM
4	Make a women's studies course a core course, not just a course that can be applied from previous studies. This will only help give women a voice and men an additional level of understanding at the high level CSUEB sets.	6/30/2015 9:30 AM
5	I think some of the major requirements should be updated or revised for the teacher preparation track because some classes are no longer or rarely offered at CSUEB.	6/30/2015 9:29 AM
6	No.	6/29/2015 8:15 PM

Q29 Thank you for your time. We would appreciate any comments you have about your experience in the Liberal Studies program. We know that we can improve the Liberal Studies major, but we won't know where to start unless we hear from you.

Answered: 4 Skipped: 7

#	Responses	Date
1	Go Pioneers!	7/1/2015 10:36 AM
2	Emphasizing online courses that can be taken at other CSUs. This is important for those who can't get campus classes. It also would help to have a list of courses that would apply to the Liberal Studies track. Improving communications between the Liberal Studies track and the students in the Liberal Studies program for continued success.	6/30/2015 6:00 PM
3	It might be nice to offer a couple of short term options each quarter. Such as a 4 week class for those who find themselves in a bind when it comes to having enough units to graduate.	6/30/2015 9:30 AM
4	At times I felt that the BPEP students had more of an advantage towards getting into certain classes, which I felt was unfair to the teacher preparation track students. I wish the Liberal Studies department took into consideration that the teacher preparation track students also need to take the same classes as the BPEP students. Overall, I think both tracks should be regarded as equally important.	6/30/2015 9:29 AM