



COMMITTEE ON ACADEMIC PLANNING AND REVIEW  
ANNUAL PROGRAM REPORT

College	CLASS
Department	Liberal Studies Program
Program Unit	B.A. in Liberal Studies
Reporting for Academic Year	2015-2016
Department Chair	Jiansheng Guo (Interim Director)
Date Submitted	6/22/2016

**1. SELF-STUDY (about 1 page)**

**A. Five-year Review Planning Goals**

The 2011-2012 Liberal Studies Program Five Year Review Report lists the following plans for the following 5 years:

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

**B. Five-year Review Planning Goals Progress**

1. The program director continues to attend the *recruitment* events at local CCs in both Alameda and Contra Costa, CSUEB student events, and maintain personal contacts via email for CC advisor referrals and advising questions. LBST is also represented by the Student Services Professionals in the Student Services Center of CLASS.
2. The revised *new curriculum* of LBST BA will be in effect from Fall 2016, including 2 new courses offered by LBST (HUM 2010, Intro to LBST, and HUM 4020, Senior Capstone Seminar) and funded by CLASS, two transformed Options (Liberal Arts, and Teacher Preparation, transformed from the two previous “Pathways”), two new Depth of Study Areas (Foundational Math, and Foundational Science), and restructured course requirements.
3. The offering of the two *new HUM courses* marks the historical change of LBST, as the first time for LBST to have its own courses (even though borrowing HUM prefix). With the help of the College Office, courses for Fall are scheduled, and lecturer hiring is in progress.

4. LBST continues its annual *assessment* process supported by CLASS assessment project according to its 5-year assessment plan. SLO4 on Independent Thinking was assessed by student surveys and past course assignment work submitted by graduating LBST majors.
5. The Foundational Science and Math options will be offer from Fall 2016, but it is in the form of two Depth of Study Areas, as the two pathways (Liberal Arts and Teacher Prep) are required to become Options by Academic Affairs due to catalog constraints.
6. The *Teacher Preparation Option* in the new curriculum is *aligned with California CTC's* Subject Matter requirements. However, since CTC had a blanket denial of Multiple Subject Matter waiver programs until recently, no process has been made on the application for the Waiver program. However, CTC meetings in April and June 2016 have discussed the plan to develop and publish Waiver program standards and application procedures, the new curriculum prepared for the Semester Conversion (planned to start Fall 2018) has included an Option in Teacher Preparation Waiver program. The program plans to start the alignment and application process once the requirements are made public by CTC.
7. *Semester conversion curriculum* was completed and submitted to and approved by CLASS Curriculum in early June, 2016. The curriculum was the brain child of the newly formed *Liberal Studies Curriculum Advisory Committee*, including 19 faculty committee members from 15 departments and programs across 3 college on campus. The curriculum proposes 8 options and the creation of the LBST prefix for its 2 new courses to be offered by LBST.

### C. Program Changes and Needs

1. Prof. Nancy Thompson, former program director, received a new appointment as Director of the G.E. Program in Summer 2015, and thus left LBST. Prof. Jiansheng Guo was appointed *Acting Director* starting Fall 2015, and Interim Director starting Fall 2016.
2. From Fall 2015 on, *two Student Services Professionals*, Ms. Terry Cunningham and Ms. Wendy Couttien, were assigned to join the other two Student Services Professionals, Ms. Michelle Xiong and Ms. Mandy Thind in the Student Services Center of CLASS, directly reporting to Associate Dean Dennis Chester. The four Student Services Professionals will serve as student advisors for the whole College, but with enhanced advising assignments for LBST majors, including individual advising, recruitment, major checks, and other related student advising issues. Currently, the four advisors are located in MB and MI, and two advisors visit Concord campus two days a week on regular basis. The Center has established online file sharing system for smoother communication and data sharing among advisors. E-major-check-forms were created to facilitate efficiency, accuracy, and flexibility for curriculum changes.
3. Starting Fall 2016, LBST will start to offer *two new courses* regularly, which are required of all LBST majors. It is estimated that each course would need to be offered in 5-6 sections (with a cap of 40 students each) across each academic year. Instructor hiring process is under way, and CLASS will fund these sections as any other regular department courses. The only need is to change the HUM prefix into LBST to give its proper identity. It was proposed in the Semester Conversion curriculum proposal, and was approved by CLASS Curriculum Committee in June 2016.
4. Since 2012, LBST lost its full time office administrative assistant. Although all the admin work was shared across the advisors, director, and college office staff, it is a real struggle, as things cannot be done easily, there is lack of continuity and accountability, much needed work is not done or attended to, and the director has virtually become the program admin, as the anchor point for contacts from students and on campus and off campus contacts that are normally taken care of by departmental admins. There is a *dire need for a stable admin*

*position* and an *established office location* (rather than the director's home department office) to get the job properly done, revive the identity and visibility of the LBST program on and off campus, and free the director from daily routines so that curriculum, planning, outreach, recruitment, and other strategic program activities may receive due attention.

## **2. SUMMARY OF ASSESSMENT (about 1 page)**

### **A. Program Student Learning Outcomes**

Students graduating with a B.A. in Liberal Studies from Cal State East Bay will be able to:	I.L.O Alignment
1 apply the broad knowledge of an educated generalist and the critical methods of different disciplines to contemporary issues of self, society, and nature;	ILO 1
2 demonstrate deep understanding of the principles and methods of at least one specialized subject area or discipline;	ILO 6
3 communicate ideas clearly and persuasively orally and in writing;	ILO 2
4 demonstrate independent thinking tempered by respect for others and the environment; and	ILO 5
5 work individually and collaboratively to promote social justice through an appreciation of diversity and a commitment to democratic values.	ILO 3, 4

### **B. Program Student Learning Outcome(s) Assessed**

<b>SLO 4:</b> demonstrate independent thinking tempered by respect for others and the environment
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### **C. Summary of Assessment Process**

<ol style="list-style-type: none"><li>1. Identified 135 LBST students who have been registered to graduate in Winter, Spring, and Summer 2016, according to the graduation commencement brochure list from the Registrar.</li><li>2. A 2016 graduating group was created on LBST Major BB site, and request to participate in a) graduates exit survey, and b) submission of past course work for assessment was sent to these 135 graduating students. To incentivize participation, one who submitted both the survey and the course work will receive a \$10 Starbucks gift card, and those who only submitted one of the two will receive a \$5 card. Despite repeated urging and reminding, 23 graduates took the Survey, and 7 people submitted past course work.</li><li>3. A survey of 61 questions (57 multiple choice, 4 open ended questions) was created, to get a) student demographic information, b) student evaluation of the program and their own learning, and c) their future plan for career and grad education, and administered via Google Form.</li><li>4. A 7-criteria assessment rubric (see Appendix 2) was created to assess SLO 4 on “independent thinking tempered by respect for others and the environment, each criterion having 4 levels of competencies (Capstone=4, Advancing=3, Developing=2, and Emerging=1)</li><li>5. Since there is no other faculty in LBST, Prof. Jiansheng Guo, Interim Director of LBST, created the rubric and evaluated the 7 pieces of submitted student course work according to the rubric.</li></ol>
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## D. Summary of Assessment Results

### I. Survey results (23 responses):

1. 56% are in Liberal Arts Pathway, and 30% in Teacher Preparation. 13% (3 people) were not clear what Pathway they were, which raises some concern, as it shows some graduating majors are not familiar with the curriculum (even though they have completed all courses)
2. 40% switched to LBST from another prior major.
3. 80% are transfer students.
4. 73% completed the program in less than 10 quarter, while 25% took 11 or more quarters.
5. 74% are 20-30 years of age, and 87% female. 26% work half time, and 17% full time.
6. 17% took over 7 online courses, and 35% took over 9 online courses.
7. 43.5% reported 3.6 or higher GPA, and only 9% reported lower than 2.5 GPA
8. Below are the percentages of positive answers for various aspects of the program:

Aspects of Program	Strongly Agree %	Agree %	Stongly Agree + Agree %
Advising helpful	30.4	34.8	<b>65.2</b>
Courses helpful for my goals	34.8	60.9	<b>95.7</b>
Courses are challenging	43.5	N/A	N/A
Courses are easy	39.1	N/A	N/A
Professors helpful & available	30.4	56.5	<b>86.9</b>
Professors knowledge	39.1	43.5	<b>82.6</b>
Understand clearly LBST goals	43.5	47.8	<b>91.3</b>
Improved English writing	26.1	60.9	<b>87.0</b>
Improved English speaking	17.4	30.4	<b>47.8</b>
I have broader knowledge than students in other majors	30.4	56.5	<b>86.9</b>
Understand others & inde. think.	43.5	43.5	<b>87.0</b>
Science understanding	38.4	56.5	<b>94.9</b>
Social science understanding	30.4	60.9	<b>91.3</b>
Arts/Humanities understanding	47.8	39.1	<b>86.9</b>
Human nature/behavior understanding	52.2	39.1	<b>91.3</b>
Look at major issue from multiple perspectives	26.1	60.9	<b>87.0</b>
To further study in Option area	26.1	52.2	<b>78.3</b>
Triggered interest in Masters	30.4	17.4	<b>47.8</b>
Good preparation for Grad Prog.	17.4	34.8	<b>52.2</b>
Open up mind for future career	17.4	43.5	<b>60.9</b>

Overall, responses are mostly positive for advising, instruction, and effect of learning. About half respondents got interested in graduate programs and believed they are prepared.

### II. Student Past Course Work assessment results (7 papers from 7 students):

1. Seven students submitted 7 past course work (1 from each). The request was to submit a substantial writing work (1,000 – 1,500 words) showing a) substantial writing, b) independent critical thinking, and c) consideration for others and the environment in the general sense (e.g., the community).

2. The course work below to the following categories:

**# of work Courses:**

3 from ANTH 3000

1 each from ES 2200, GEOG 4320, HDEV 4150, PSYC 3420

**Paper Types**

2 of Argumentation type

5 of Descriptive type (Report, Proposal, Comparison)

3. Rubric criteria for assessing the 7 pieces of course work

Please see attached Appendix 2.

4. Assessment results according to the Rubric (see Appendix 2)

(Capstone=4, Advancing=3, Developing=2, Emerging=1)

Student	Course and paper type	Explanation of issues	Presentation of positions (own and others' perspectives, thesis/hypothesis)	Evidence	Argumentation and reasoning	Independent thinking (creativity, novelty, and innovation)	Respect to others	Respect to the environment	Overall
1	ANTH3000Proposal	3	2	NA	2.5	2	3	3	2.6
2	ANTH3000Comparison	1	1	2	1	2	2	2	1.6
3	ANTH3000Argument	3.5	3	3	3.5	2.5	3	3	3.1
4	ES2200LatinoEduArgument	3	3.5	3	3	3	3	3	3.1
5	GEOG4320ReportChina	1.5	1	2.5	1	2	2	3	1.9
6	HDEV4150ParentLetter	3.5	3.5	3	3	3	3	3	3.1
7	PSYC3420StressReport	4	3.5	2	3	3	3	3	3.1

5. Narrative summary of student work assessment

- a. Overall, most students show solid writing indicating clear, smooth, and coherent independent thinking (obviously guided by their course materials).
- b. Most students are solid in clarifying the issues, presenting positions/perspectives, and diverse facts.
- c. However, they need to improve on a) evaluating and critiquing the source of evidence, b) tightening the logical connections in the argumentation with a focus theme, and c) show a bit more sensitivity to the possible opposite views.

6. Issues to consider

- a. Only one student received 4 (capstone) level of assessment for one criteria. It is not clear if the criteria is too high for college students, or it is the lack of proper training. The rubric was adapted from AAC&U VALUE rubrics, and in general, their capstone criteria does seem to be on the high end, sometimes to the Master's thesis level. It needs to be discussed and monitored later.
- b. Much of the submissions tend to be on the descriptive direction. It is not clear if it is the requirement of the course work, or if students tend to be stronger in descriptive writing, and need development in argumentation expository writing, which requires more critical thinking processes.
- c. Student artifacts need to be more systematically collected. Even with Starbucks gift card incentives, submission rate was very low. Next year, LBST will have its own courses, and hope the data collection for both the survey and course work will be easier and more representative.

**3. STATISTICAL DATA (about 1 page)**

Institutional Research, Analysis and Decision Support (IRAD) produces program statistics annually in standard format. These statistics (available on their page [here](#)) 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 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.

**California State University, East Bay**  
**APR Summary Data**  
**Fall 2011 - 2015**

<b>Liberal Studies</b>					
	<b>Fall Quarter</b>				
	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b>A. Students Headcount</b>					
1. Undergraduate	366	376	381	365	347
2. Postbaccalaureate	1	0	0	0	0
3. Graduate	0	0	0	0	0
4. Total Number of Majors	367	376	381	365	347
	<b>College Years</b>				
	<b>10-11</b>	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>	<b>14-15</b>
<b>B. Degrees Awarded</b>					
1. Undergraduate	133	150	131	135	133
2. Graduate	0	0	0	0	0
3. Total	133	150	131	135	133
	<b>Fall Quarter</b>				
	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b>C. Faculty</b>					
<b>Tenured/Track Headcount</b>	No faculty appointments				

	<b>Fall Quarter</b>				
<b>Headcount Enrollment</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b><i>Liberal Studies - Blended</i></b>					
1. Undergraduate	6	21	23	0	0
2. Postbaccalaureate	0	0	0	0	0
3. Graduate	0	0	0	0	0
4. Total Number of Majors	6	21	23	0	0
<b><i>Liberal Studies</i></b>					
1. Undergraduate	360	355	358	365	347
2. Postbaccalaureate	1	0	0	0	0
3. Graduate	0	0	0	0	0
4. Total Number of Majors	361	355	358	365	347
	<b>College Years</b>				
<b>Degrees Awarded</b>	<b>10-11</b>	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>	<b>14-15</b>
<b><i>Liberal Studies</i></b>					
1. Undergraduate	133	150	131	135	133
2. Graduate	0	0	0	0	0
3. Total Number of Majors	133	150	131	135	133
<b><i>Liberal Studies - Blended</i></b>					
1. Undergraduate	0	0	0	0	0
2. Graduate	0	0	0	0	0
3. Total Number of Majors	0	0	0	0	0

Source and definitions available at:

<http://www.csueastbay.edu/ira/apr/summary/definitions.pdf>



## Appendix 1

Curriculum Map for Student Learning Outcomes Assessment, CSU East Bay																
Degree: <b>B.A in Liberal Studies</b>										Dept: <b>LS</b>						
Levels: I=Introduced; P=Practiced; M=Mastered (terms adopted from WASC recommendations)																
Serial #	Course Prefix	Course #	SLO1	SLO2	SLO3	SLO4	SLO5			ILO1	ILO2	ILO3	ILO4	ILO5	ILO6	Note
01	ANTH	3000	P	P	P	P	P		V	P	P	P	P	P	P	
	Indicators		V	V	V	V	V			V	V	V	V	V	V	
02	ENG	3020	P	P	P	P	P			P	P	P	P	P	P	
	Indicators		V	V	E	V	V			V	E	V	V	V	V	
03	HDEV	4110	P	P	P	P	P		V	P	P	P	P	P	P	
	Indicators		V	V	V	V	V			V	V	V	V	V	V	
04	HIS	3400	P	P	P	P	P			P	P	P	P	P	P	
	Indicators		V	V	E	V	V			V	E	V	V	V	V	
05	THEA	3225	P	P	P	P	P			P	P	P	P	P	P	
	Indicators		V	V	V	V	V			V	V	V	V	V	V	

Note: These courses are the core requirements for all LBST students. However, since these courses are offered by other departments, and the LBST majors are mixed with students who take them as their own major or GE requirements, it is not feasible to collect student artifacts from the courses, except depending on the students' voluntary submission of their past course work, for assessment.

**Appendix 2**  
**LIBERAL STUDIES STUDENT LEARNING OUTCOMES RUBRIC**  
*SLO 4: Demonstrate independent thinking tempered by respect for others and the environment*

	<b>Capstone</b> 4	<b>Advancing</b> 3	<b>Developing</b> 2	<b>Emerging</b> 1
<b>Explanation of issues</b>	Issue/problem is stated <u>clearly</u> in easy to understand manner, and <u>comprehensively</u> with all relevant information necessary for understanding at an engaging and stimulating level.	Issue/problem is <u>stated</u> , <u>described</u> , and <u>clarified</u> , but with <u>noticeable omissions</u> that does not seriously impeded understanding.	Issue/problem is reasonably stated, but leaves <u>some terms undefined</u> , <u>ambiguities unexplored</u> , <u>boundaries undetermined</u> , or backgrounds <u>unknown</u> .	Issue/problem is stated without clarification, expansion, or explanation.
<b>Presentation of positions (own and others' perspectives, thesis/hypothesis)</b>	<u>Own</u> and <u>others'</u> positions/assumptions are <u>clearly</u> presented, and <u>comprehensively</u> (systematically and methodically) explained (larger <u>theoretical perspectives</u> , <u>thesis/hypothesis</u> , <u>contextual complexities</u> , <u>boundary/limitations</u> ).	Specific position (perspective, thesis/hypothesis) reasonably presents the complexities of an issue, and includes others' positions, but clarity, adequacy, or convincingness need more work.	Specific position (perspective, thesis/hypothesis) acknowledges complexity and/or different sides of an issue without adequate explanation and/or illustration.	Specific position (perspective, thesis/hypothesis) is simplistically stated, without acknowledging alternatives and/or complexity.
<b>Evidence</b>	Information is taken from recognized authoritative source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Evidence from opposing positions is examined critically and convincingly challenged. Amount of evidence is adequate and not redundant.	Information is taken from recognized authoritative source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. But lack critical examination of opposing evidence	Either information is taken from less recognized authoritative source(s), or need more interpretation/evaluation (taking others' view points as facts), or not enough to develop a coherent analysis or synthesis.	Information is taken from any source(s) without any interpretation/evaluation. Viewpoints of sources are taken as unquestionable facts.
<b>Argumentation and reasoning</b>	Evidence is clearly and tightly related to the issue, the opposing positions, and own positions. Conclusions/own positions are clearly stated and well supported by evidence. Importance	Conclusion is clearly tied to a range of information, including opposing viewpoints; but reasoning needs to be more focused, or concise, or importance of evidence needs	Conclusion is generally tied logically to information; but either own or others' positions need more adequate supporting/negating evidence, or the reasoning is not self-	Conclusion is inconsistently tied to much of the presented information; or the reasoning is generally not

	of evidence is placed in appropriate priority order. The reasoning flows.	better prioritized, or reasoning needs better flow.	evident /clear, or the logic doesn't quite flow at places.	clear or confusing or oversimplified.
<b>Independent thinking (creativity, novelty, and innovation)</b>	Actively/intentionally seeks untested and potentially risky directions/positions/ways of argument/positions, integrating different positions and synthesizing them to new positions, directions, forms, or solutions.	Presents logical conclusions that may or may not be novel, based on adequate evidence. But the position is primarily within existing framework of thinking.	Presents some new ideas, alternatives, or thoughts, but without adequate support from evidence or adequate reasoning process.	States one's own thoughts, ideas, without any evidence/reasoning, or sticks to known conventional positions in a simplistic way.
<b>Respect to others</b>	Respectful language and logical reasoning focused on issues and logic, without being personal. Give credit to opponents where credit is due. Evident aim at convincing/winning over, rather than humiliating and defeating others.	Focused on issues and logic, without being personal, and give credit where credit is due. But primarily in attacking tone, with obvious aim of winning the argument and defeating the others.	Although with evident focus on issues, the tone includes a touch of being personal, and strong attacking language use. Reasoning is biased towards own position.	Evident tone of I'm-right-and-you-are-wrong without clear evidence. Lack of fair consideration to other positions.
<b>Respect to the environment</b>	Provide adequate and convincing justification with evidence that environment (broadly defined) is important and crucial to both the presenter and the opponents.	Present own as the protector of environment and others as perpetrators, lacking sensitivity and attempts to be inclusive of all parties.	Some evidence of conscientiousness about environment, but either lacks in-depth discussion or adequate evidence to convince.	Simplistic mention of environment issues without clear/ adequate discussion/explanation.

(Adapted from AAC&U's Critical Thinking, Creative Thinking, Team Work, and Ethical Thinking rubrics)

Version 1.1 Created by Jiansheng Guo, 6/21/2016