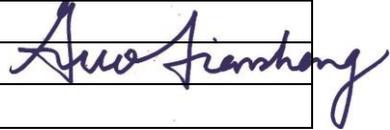




ANNUAL PROGRAM REPORT

College	CLASS
Department	Liberal Studies Program
Program	B.A. in Liberal Studies
Reporting for Academic Year	2016-2017
Last 5-Year Review	2012
Next 5-Year Review	2018-2019
Department Chair	Jiansheng Guo (Director) 
Date Submitted	10/18/2017

I. **SELF-STUDY** (*suggested length of 1-3 pages*)

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

Present your planning goals from your last 5-year plan.

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. **Progress Toward Five-Year Review Planning Goals**

Report on your progress toward achievement of the 5-Year Plan. Include discussion of problems reaching each goal, revised goals, and any new initiatives taken with respect to each goal.

1. The program director continues to attend the **recruitment** events at local CCs in both Alameda and Contra Costa, CSUEB student events, and maintain regular and frequent 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 was 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). In 2016-2017,

4 sections of HUM 2010 and 3 sections of HUM 4020 were offered from Fall through Summer quarters. The challenge now is how to schedule the sections at Concord campus so that it will fill above the cancellation line and meet the students' needs on that campus, in the current challenging budget situation.

4. LBST continues its annual *assessment* process supported by CLASS assessment project according to its 5-year assessment plan, although there is no funding provided for this academic year for the first time. SLO5 on “demonstrate commitment to promoting social justice, diversity, democratic values, and sustainable environment” was assessed by reviewing student final papers for the capstone course HUM 4020, which allows this direct assessment possible for the first time for LBST. Detailed reports on assessment is attached later in this report.
5. The **Foundational Science** and **Math** options started to 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* Multiple Subject Matter requirements for elementary school teachers. Since CTC had a blanket denial of Multiple Subject Matter waiver programs in the past, no process has been made on the application for the Waiver authorization. However, CTC has approved in November 2016 the new authorization process. Liberal Studies Director Jiansheng Guo took it as a major project for summer 2017, and plans to complete the documentation preparation for application by the end of Fall 2017. The new curriculum prepared for the Semester Conversion (planned to start in Fall 2018) has included a Certificate in CSET Waiver program. The program plans to start the application process once the application materials are completed. The documentation involves selecting 54 syllabi out of 156 syllabi collected from 15 different departments, and align the specific sections in the syllabi to each of the 54 CTC Standards, and each Standard contains 2-8 substandards.
7. **Semester conversion curriculum** was approved by the university CIC, and completed the final proof for 2018-2019 catalog with APGS catalog officer. 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. Seven options was approved by the College, and one option was on hold, as it was considered as a new program, and it needs to be reviewed later by the Dean's office once the conversion processes are complete. We hope the review process may start some time in 2017-2018.

C. Program Changes and Needs

Report on changes and emerging needs not already discussed above. Include any changes related to SB1440, significant events which have occurred or are imminent, program demand projections, notable changes in resources, retirements/new hires, curricular changes, honors received, etc., and their implications for attaining program goals. Organize your discussion using the following subheadings.

Overview:

LBST program now is relatively stable and ready for the Semester Conversion and the next 5-Year Review in 2018-2019. A badly needed admin support was provided by CLASS partially (one admin shared by 3 programs) in Summer 2017, which made the Program viable and functional. Student advising still needs attention once the college Student Services Center

works out the operational protocol with the brand new hire of the Lead Advisor, after losing 2 advisors in Summer 2017.

Curriculum:

The current curriculum with the two courses owned by LBST are the best additions for the program in terms of student learning outcomes and advising control. The cross-campus LBST Curriculum Advisory Committee has been exceptionally supportive and helpful in developing the transformative semester curriculum. We are looking forward to the implementation of the curriculum in Fall 2018.

We do hope that we will have our 8th concentration on Leadership and Social Advocacy will be eventually reviewed and approved.

Students:

Number of LBST majors has been stable around 370-380 between 2012-2016, with a small dip to 347 in Fall 2015, and came back to 370 in Fall 2016. There might be an increase in future years, due to the prospective approval of the CSET waiver program for the LBST BA and the current shortage of school teachers that may attract more students to the teaching career.

Proactive student advising for LBST majors is still a challenge, as students may have many choices of courses, and we have to rely on advisors in the college Student Services Center who take care of majors of multiple programs/departments. We hope to work out a viable and effective advising model with given program structures and advising resources soon.

LBST also runs a fast track blended program in collaboration with Teacher Education Department for training elementary school teachers, named BPEP (Baccalaureate Plus Early Pathway), which condenses the 2 year upper division of the LBST BA with the Teacher Preparation Option into one year, and the students move on to the Multiple Subject Credential Program (offered by the Teacher Education Department) in the 2nd year. At the end of the 2 years, upper division transfer students graduate with a BA in LBST and a Multiple Subject Teaching Credential. The program follows a cohort model, with intense individualized advising and cohorted course scheduling for the LBST BA component. The cohort has over 20 students for each year cohort (capacity for 30 students each cohort year). Currently, the LBST director serves as the cohort advisor, dealing with application review, admission, course scheduling, progress review and advising, and major review and check.

Faculty:

With the offering of the two required core courses for LBST, HUM 2010 and HUM 4020, LBST started to have instructional hires from Fall 2016. The two courses are currently taught by Dr. Elizabeth Ellis-Marino, and expert in History, as a part time lecturer. Currently, we receive ample support from the College Office for the needed WTUs to offer the needed sections for the students for each quarter.

The other faculty member is the director of the Program, Dr. Jiansheng Guo, profession of Human Development, who receives course release time for directing the program, while teaching in his home department of Human Development and Women's Studies. Dr. Guo served as the Acting Director in 2014-2015, and Interim Director in 2015-2016, and was appointed Director of LBST for 2017-2019 in Summer 2017.

Staff:

With the shared admin support staff who came to the office in August 2017, we can process the hiring and course scheduling, ordering, and other routine office chores and operations for the program. The admin staff is also responsible for the office of Ethic Studies Department and the office of the CLASS Student Services Center. This is a very welcome and highly anticipated addition, as students can call the LBST program office now, rather than just the director and advisors. This also gives some sense of existence and identity to LBST as a program.

Two advisors from the CLASS Student Services Center serve as advisors for the LBST major requirements. These two advisors are also responsible for advising majors or doing major checks for majors in other programs and departments.

Currently, LBST does not have major advisor presence at Concord. The program director holds office hours once a week for in person contact for LBST major advising, and the major advisors handles advising in distance by email or phone calls.

Resources: *(facilities, space, equipment, etc.)*

LBST lost its office space in the past years, and now it has a small office designated for the director. However, since the lecturer faculty needs office space, it is used as a space for the faculty for teaching HUM 2010 and 4020. It is really a small office, barely housing a desk and file cabinets. It is also hidden in an indented space in the hallway in MI, a bit hard to find. The director is using his faculty office from the HDEV Department. Fortunately, the offices are all in the same building in MI, which makes things a bit easier. LBST receives regular S/S allocations from the college office, which facilitates the daily operations of the program.

Assessment:

The offering of the two core LBST courses (HUM 2010 and 4020) is a big help for assessment of program SLOs. Student SLO assessment for this year was based on the student artifacts produced for HUM 4020 for the first time. Details are reported in the Assessment section below. Since there is no other regular faculty in LBST, the director conducts the assessment, with the assistance from the lecturer faculty for collecting the student artifacts for assessment.

Other: *(e.g., major program modifications)*

Two key major projects for LBST in 2017-2018:

1. Application and approval for the CSET Waiver authorization from CTC for the Teacher Preparation Option students, as explained above.
2. Smooth transition to the Semester system, by working closely with other departments on campus, as the new semester curriculum requires a lot more core courses. The other components of the conversion process will be similar to all other programs.

II. SUMMARY OF ASSESSMENT *(suggested length of 1-2 pages)***A. Program Learning Outcomes (PLO)**

List all your PLO in this box. Indicate for each PLO its alignment with one or more institutional learning outcomes (ILO). For example: "PLO 1. Apply advanced computer science theory to computation problems (ILO 2 & 6)."

LIBERAL STUDIES PROGRAM STUDENT LEARNING OUTCOMES (PLOs)

Students graduating with a BA in Liberal Studies from Cal State East Bay will be able to:

<i>PLO 1</i>	demonstrate solid understanding of major contemporary global issues about individuals, society, and nature, by integrating interdisciplinary knowledge of humanities, social science, and natural science, with more in-depth understanding of one specialized subject area or discipline; (ILO6, ILO5)
<i>PLO 2</i>	apply critical methods of different disciplines to critically thinking about these issues; (ILO 1)
<i>PLO 3</i>	communicate ideas clearly and persuasively in speech and writing; (ILO 2)
<i>PLO 4</i>	work with others in teams collaboratively and productively, showing sensitivity and respect for others, and readiness to learn from others; (ILO 4; ILO 3)
<i>PLO 5</i>	demonstrate commitment to promoting social justice, diversity, democratic values, and sustainable environment. (ILO 3, ILO 5)

B. Program Learning Outcome(S) Assessed

List the PLO(s) assessed. Provide a brief background on your program's history of assessing the PLO(s) (e.g., annually, first time, part of other assessments, etc.)

PLO 5 demonstrate commitment to promoting social justice, diversity, democratic values, and sustainable environment. (ILO 3, ILO 5)

This is the first time this PLO was assessed. PLO 2 (Critical Thinking) was assessed in 2015-2016. In the LBST 5-year assessment plan, one PLO is assessed each academic year.

C. Summary of Assessment Process

Summarize your assessment process briefly using the following sub-headings.

Instrument(s): *(include if new or old instrument, how developed, description of content)*

A rubric for assessing social justice, diversity, democratic values, and sustainability was developed by the program director, after consulting with the VALUE rubrics by AAC&U. A preliminary definition of the terms were provided in the rubric. Please see **Appendix 2** for details of the rubric.

Sampling Procedure:

Student final papers for HUM 4020 were collected with the help of the course instructor. The 43 collected papers were sorted according to the scores given by the course instructor. Based on the scores, the papers were grouped into 3 categories, high, middle, and low

scores. Three papers were selected from the highest scores, lowest scores, and the middle scores respectively, resulting 9 papers in the sample to be evaluated for assessment.

Sample Characteristics:

The 9 papers represent the highest, lowest, and middle performing students in the course section. The papers range from 5 to 8 pages long, double spaced, as required by the instructor, who is a historian by training. All authors of the papers are senior LBST majors.

The course is the capstone core course for graduating majors. The catalog course description is as below:

HUM 4020 - Senior Seminar

Units: 4

Capstone experience in the major. Emphasis on inter- and multidisciplinary analysis of a significant contemporary issue. Written and/or web-based presentation of research. **Prerequisites:** [HUM 2010](#). **Grading:** A-F grading only.

The requirement prompt of the final paper is as below:

Final Paper

In a well-written, cited, proofread essay of 1250-1750 words (approx. 5-7 12pt. double space pages), answer the following prompt.

The authors, songwriters and filmmakers you have studied for this seminar take vastly different perspectives and approaches to the idea of "California." How do they handle the gap between the popular perception of the state and its reality? Do their works, as vastly different as they are, have any other common themes, ideas or attitudes? Based on these commonalities, can we point to something universal in the "California experience?"

Data Collection: *(include when, who, and how collected)*

Data were collected as part of the course assignment, not particularly designed for assessment. See sampling process and characteristics.

Data Analysis:

The LBST program director used the rubric in assessing the 9 papers, focusing on the elements specified in the rubric. Other factors such as writing skills, diction, and critical thinking, which are all integral part of the paper writing were disregarded as much as possible, unless they affect the conveyance of the components for the PLO.

Although the papers were selected based on their scores given by the course instructor, the assessment evaluator did not have the score information associated with the papers at the time of assessment, to maintain objectivity, independence, and focus on the target PLO.

D. Summary of Assessment Results

Summarize your assessment results briefly using the following sub-headings.

Main Findings:

The scoring and key findings are attached in the table below, with the following scale:

1=Novice, 2=Developing, 3=Adequate, 4=Proficient, see details in the Rubric in the Appendix

Liberal Studies 2016-2017 Assessment Results: SLO5 Social Justice and Sustainability, 10/15/2017								
	5.1 Individuals, social/cultural groups			5.2 Natural environments/social community				
	5.1.1	5.1.2	5.1.3	5.2.1	5.2.2	5.2.3	Overall	Note
#	Knowledge	Attitude	Actions	Knowledge	Attitude	Actions		
1	1	1	1	1	1	1	1	no mention of diversity
2	2	2	1	2	2	1	2	mention diversity, not intentional
3	2.5	3	1	2.5	2	1	2.5	discuss diversity, little goal
4	3	2.5	1	2.5	2.5	1	2.5	discuss diversity, little goal
5	3	2.5	1	2.5	2	1	2.5	discuss diversity, little goal
6	3	3	1	3	2.5	1	3	good discussion diversity, but only mention 5.2, little theory
7	3.5	4	1	3	3	1	3.5	attention, fact, theory for 5.1, but only mention 5.2
8	3.5	4	1	4	4	1	4	good discussion diversity for both 5.1 and 5.2
9	4	3.5	1	4	3.5	1	4	good discussion diversity for both 5.1 and 5.2, but weaker value position
Notes on key results								
1	most aware of diversity issue, though one person is immune to that, despite the theme of the paper							
2	few people have clear conscientious intention on the issue							
3	no evidence of having participated through action (perhaps due to the nature of the writing requirement (see requirements)).							

1. With the exception of one paper that didn't see the social justice, diversity, and sustainability issues, despite the paper prompt and course materials, all other 8 papers had a quite good focus on the social justice issues for both knowledge and attitude. But out of the 8 papers, 4 made good attempts in listing the facts without intentional theme guided by some theory, while the other 4 had very perceptive view on the social justice issues by presenting very perceptive facts guided by some theoretical guidance.
2. Although there is a reasonable performance on the knowledge and attitude aspects of social justice, there is little evidence about the **action** part that shows students' actual participation. Most likely, this lack is due to the nature of the paper requirements, as it does not require discussion of one's own experience and actions. This will be an issue to draw attention to in the future.
3. Although the course materials provided ample facts about the environmental issues related to social justice, most of the 9 papers showed weak presentation on that. Among the 4 higher scored papers, their sustainability aspect (5.2 components of the rubric) was more fact presentation and less theoretically guided, showing contrast to their presentation for the social justice for individuals, diversity, and culture.
4. Although some people have some theoretical guidance in their presentation, that seems to be a weaker link.

Recommendations for Program Improvement: *(changes in course content, course sequence, student advising)*

1. Suggest to help students to integrate social/cultural aspects of social justice with sustainability aspects of social justice in the course.
2. Suggest assignments encouraging students to use past course materials in presentation.
3. Suggest to encourage students to incorporate theoretical guidance in consideration and writing.

Next Step(s) for Closing the Loop: *(recommendations to address findings, how & when)*

Other Reflections:

1. Director discusses course design with course instructor, as suggestions.
2. Director examines curriculum, to enhance course contents on these issues from different course, especially in the new semester curriculum.

E. Assessment Plans for Next Year

Summarize your assessment plans for the next year, including the PLO(s) you plan to assess, any revisions to the program assessment plan presented in your last five-year plan self-study, and any other relevant information.

2017-2018 will start a new cycle of the LBST 5-year assessment plan. LBST will continue its assessment practice to assess one PLO each year and focus on the improvement of the curriculum. So LBST will be assessing PLO1 (see below) in 2017-2018.

LIBERAL STUDIES PROGRAM STUDENT LEARNING OUTCOMES (PLOs)	
Students graduating with a BA in Liberal Studies from Cal State East Bay will be able to:	
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<i>PLO 4</i>	work with others in teams collaboratively and productively, showing sensitivity and respect for others, and readiness to learn from others; (ILO 4; ILO 3)
<i>PLO 5</i>	demonstrate commitment to promoting social justice, diversity, democratic values, and sustainable environment. (ILO 3, ILO 5)

III. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS

Each program should provide a one-page discussion of the program data available through CAPR. This discussion should include an analysis of trends and areas of concern. Programs should also include in this discussion requests for additional resources including space and tenure-track hires. Resource requests must be supported by reference to CAPR data only. Requests for tenure-track hires should indicate the area and rank that the program is requesting to hire. If a program is not requesting resources in that year, indicate that no resources are requested.

A. Discussion of Trends & Reflections

Notable Trends:

Summarize and discuss any notable trends occurring in your program over the past 3-5 years based on program statistics (1-2 paragraphs). You may include 1-2 pages of supplemental information as appendices to this report (e.g., graphs and tables).

Number of LBST majors has been stable around 370-380 during 2012-2016, with a small dip to 347 in Fall 2015, and recovery to 370 in Fall 2016 (see Appendix 1). There might be an increase in future years, due to the prospective approval of the CSET waiver program for the LBST BA and the current shortage of school teachers that may attract more students to the teaching profession.

Of the 380 majors, 50 some (16%) are native students, while the remaining 330 are upper division transfers. There are significantly more Seniors (192) than Juniors (129) across the 4 year period. This may indicate that students take more units than the required 180 for graduation and they retain their Senior status for more than a year. It is not clear if this is due to the fact that they brought more units when they first transferred, or that they took more courses than needed after transfer. It will be an interesting phenomenon to explore, relevant to the graduation time issue. In addition, the average quarterly enrollment units are 13.5, 1.5 units lower than the minimum 15 units/quarter for 4 year completion timeline. This is partially due to the fact that many of the majors are part time, and many have employment while at school.

Student racial composition is comparable to the university-wide distribution. But the predominant gender is female (over 82%), not too unique for some social science/humanity majors.

Not reflected in the breakdown of the data in Appendix 1 is the BPEP cohorts. LBST runs a fast track blended program in collaboration with Teacher Education Department for training elementary school teachers, named BPEP (Baccalaureate Plus Early Pathway), which condenses the 2 year upper division of the LBST BA (Teacher Preparation Option) into one year, and the students move on to the Multiple Subject Credential Program (offered by the Teacher Education Department) in the 2nd year. At the end of the 2 years, upper division transfer students graduate with a BA in LBST and a Multiple Subject Teaching Credential. The program follows a cohort model, with intense individualized advising and cohorted course scheduling for the LBST BA component. The cohort has over 20 students for each year cohort (capacity for 30 students each cohort year). Currently, the LBST director serves as the cohort advisor, dealing with application review, admission, course scheduling, progress review and advising, and major review and check.

Reflections on Trends and Program Statistics:

Provide your reflections on the trends discussed above and statistics and supplemental information presented in this report.

With the current shortage of elementary school teachers, and the prospective authorization of the CSET Waiver program, it is expected that the enrollment of LBST majors will on the rise.

It is not clear if enrollment will really go back up to the historical height of 900-1000 as in the late 1990s and early 2000s, but all society needs and program change factors lead to the prediction of increased enrollment of LBST major for future school teachers.

We are also hoping to have our proposed Leadership and Social Advocacy Concentration to be approved in the future. That concentration will give some career guidance/inspiration to our Liberal Arts Concentration students, who often ask what career direction they may pursue with that concentration.

B. Request for Resources (*suggested length of 1 page*)

1. Request for Tenure-Track Hires

N/A

2. Request for Other Resources

- a) Adequate office space for the Program Director and lecturer faculty instructor. Currently the program only has one small office in an indented hallway area. The small office is used by the instructional faculty, and the Director is using his own faculty office allocated to his home department.
- b) 0.5 FTE SSP (Student Services Professional), specially dedicated to LBST, who can take over the BPEP recruitment, admission, advising, course enrollment, and graduation check work from the Director, plus proactive recruitment and advising efforts, and presence at Concord Campus. Currently the director is overwhelmed by the advising routines of the BPEP (with about 50 students between the 2 cohorts on campus) students and regular majors, which goes well beyond the 12-WTU annual assigned time workload, plus other administrative duties associated with the position, at the expense of other duties the director SHOULD do, such as developing the curriculum, connecting with feeder community colleges and developing the infrastructure of streamlined transfer plans and curriculum alignments for transfer students, developing better student advising documents, analyze student enrollment data for smooth degree progress and completion, etc.
- c) In the past, there was ear-marked funding for the annual program assessment from the Provost Office to the college, which was then allocated for faculty engaged in the assessment process as funding support for assessment. It looks that there was not such funding in 2016-2017. It would be great if that funding could be resumed for the future, as the process takes time and efforts, and also the funding would highlight the importance of this process.

Appendix 1 Liberal Studies Student Enrollment Data

APR Student Demographics (Fall Terms)

College	(All)						
Major	Liberal Studies						
		2012	2013	2014	2015	2016	
A1. Student Headcount							
	Undergraduate	376	381	365	347	379	
	Total	376	381	365	347	379	
A1.1. Student Level %							
	Undergraduate	100.0%	100.0%	100.0%	100.0%	100.0%	
A1.2. Class Level							
	Freshman	34	22	35	37	30	
	Sophomore	20	23	21	17	28	
	Junior	128	135	104	111	129	
	Senior	194	201	205	182	192	
A2. Race/Ethnicity (%)							
	American Indian or Alaska Native	0.8%	0.5%	0.3%	0.3%	0.3%	
	Asian	9.8%	10.5%	11.0%	10.1%	10.3%	
	Black/African American	8.8%	8.4%	9.6%	8.6%	9.0%	
	Hawaiian/Pacific Islander	0.8%	0.8%	0.5%	1.2%	1.3%	
	Hispanic	30.3%	27.0%	27.9%	31.7%	32.5%	
	White	35.1%	35.2%	35.1%	33.4%	33.0%	
	Two or More Races	8.0%	7.3%	6.0%	5.8%	6.1%	
	Unknown	4.8%	8.4%	7.9%	6.3%	6.1%	
	Non-Resident Alien	1.6%	1.8%	1.6%	2.6%	1.6%	
A3. Gender (%)							
	Female	78.7%	78.7%	82.5%	84.4%	82.6%	
	Male	21.3%	21.3%	17.5%	15.6%	17.4%	
A4. First-time Students							
	EFR	19	15	22	21	18	
	Transfer	72	87	72	73	93	
	Total	91	102	94	94	111	

A5. Full-time/Part-time							
	Full-time	310	315	319	288	308	
	Part-time	66	66	46	59	71	
A6. Average Units Enrolled							
	Undergraduate	12.9	13.4	13.8	13.4	13.5	
A7. Average Age							
	Undergraduate	29.4	28.3	27.4	26.8	28.1	
A6. Average Units Enrolled							
	Undergraduate	13.8	13.9	13.7	13.4	13.3	
	Postbaccalaureate	12.0	0.0	14.0	0.0	0.0	
	Graduate	9.8	9.5	9.1	7.5	8.1	
A7. Average Age							
	Undergraduate	22.6	22.5	22.6	22.4	22.6	
	Postbaccalaureate	26.0	0.0	38.0	0.0	0.0	
	Graduate	30.8	30.1	29.6	30.1	29.9	

Appendix 2 Liberal Studies SLO5 Assessment Rubric

RUBRIC FOR SLO5: COMMITMENT TO PROMOTE SOCIAL JUSTICE, DIVERSITY, DEMOCRATIC VALUES, AND SUSTAINABILITY LIBERAL STUDIES PROGRAM, CSU EAST BAY, SLO5 ASSESSMENT

Definition of Social Justice, Diversity, Democratic Values, and Sustainability

Considerations and values for social justice, diversity, democracy, and sustainability are the basic foundations, starting points, and goals for one's civic engagement. Social justice entails sincere respect for others, awareness and understanding of differences at individual, social, and cultural levels, and active desire and efforts to learn about and from others. Social justice entails the knowledge, ability, and habitual behaviors in taking multiple perspectives and treating all others as equals with compassion and care. Social justice also entails all the above abilities and behaviors toward the natural environments and social communities we live in, as they are all shared by all individuals of the world.

	Proficient 4	Adequate 3	Developing 2	Novice 1
5.1 Social justice toward others and other social/cultural groups				
5.1.1 Knowledge	Confident and fluent possession and use of knowledge (facts, theories, etc.) in one or more academic study/field/discipline regarding social justice toward others individuals and social/cultural groups, and understanding of its significance	Adequate possession and conscientious use of knowledge (facts, theories, etc.) in one or more academic study/field/discipline regarding social justice toward others individuals and social/cultural groups, and understanding of its significance	Some possession but effortful use of knowledge (facts, theories, etc.) in one or more academic study/field/discipline regarding social justice toward others individuals and social/cultural groups, and understanding of its significance	Limited knowledge or lack of ability to use knowledge (facts, theories, etc.) in one academic study/field/discipline regarding social justice toward others individuals and social/cultural groups, and understanding of its significance
5.1.2 Attitudes: Reflections and reactions	Consistent conscientious adjustment in own attitudes and beliefs toward the encountered events, phenomenon, and communities regarding social justice toward others individuals and social/cultural groups, guided by appropriate social justice practices and theories.	Effortful reflection about own attitudes and beliefs toward the encountered events, phenomenon, and communities regarding social justice toward others individuals and social/cultural groups, guided by appropriate social justice practices and theories.	Reasonable awareness of own attitudes and beliefs toward the encountered events, phenomenon, and communities regarding social justice toward others individuals and social/cultural groups, which may or may not be guided by some emerging knowledge about appropriate social justice practices and theories.	Lack of or limited awareness of own attitudes and beliefs toward the encountered events, phenomenon, and communities regarding social justice toward others individuals and social/cultural groups, with strong personal one-sided view; and/or indifferent or resistant to diverse perspectives or sense of compassion and care.
5.1.3 Actions: Experiences, commitments, individual action/participation, and leadership	Ample evidence of having participated in discussions, activities, and learning about regarding social justice toward others individuals and social/cultural groups. Evidence of having actively promoted social justice or taken the leadership role at any level (small groups, peers, community, larger society)	Ample evidence of having actively participated in discussions, activities, and learning about regarding social justice toward others individuals and social/cultural groups.	Evidence of having been involved in discussions, activities, and learning about regarding social justice toward others individuals and social/cultural groups.	Lack of evidence of having been involved in discussions, activities, and learning about regarding social justice toward others individuals and social/cultural groups.

5.2 Social justice toward natural environments and social communities

<p>5.2.1 Knowledge</p>	<p>Confident and fluent possession and use of knowledge (facts, theories, etc.) in one or more academic study/field/discipline regarding social justice for natural environments and social communities, and understanding of its significance</p>	<p>Adequate possession and conscientious use of knowledge (facts, theories, etc.) in one or more academic study/field/discipline regarding social justice for natural environments and social communities, and understanding of its significance</p>	<p>Some possession but effortful use of knowledge (facts, theories, etc.) in one or more academic study/field/discipline regarding social justice for natural environments and social communities, and understanding of its significance</p>	<p>Limited knowledge or lack of ability to use knowledge (facts, theories, etc.) in one academic study/field/discipline regarding social justice for natural environments and social communities, and understanding of its significance</p>
<p>5.2.2 Attitudes: Reflections and reactions</p>	<p>Consistent conscientious adjustment in own attitudes and beliefs toward the encountered events, phenomenon, and communities regarding social justice for natural environments and social communities, guided by appropriate social justice practices and theories.</p>	<p>Effortful reflection about own attitudes and beliefs toward the encountered events, phenomenon, and communities regarding social justice for natural environments and social communities, guided by appropriate social justice practices and theories.</p>	<p>Reasonable awareness of own attitudes and beliefs toward the encountered events, phenomenon, and communities regarding social justice for natural environments and social communities, which may or may not be guided by some emerging knowledge about appropriate social justice practices and theories.</p>	<p>Lack of or limited awareness of own attitudes and beliefs toward the encountered events, phenomenon, and communities regarding social justice for natural environments and social communities, with strong personal one-sided view; and/or indifferent or resistant to the existence of social justice issues about natural environments and social communities.</p>
<p>5.2.3 Actions: Experiences, commitments, individual action/participation, and leadership</p>	<p>Ample evidence of having participated in discussions, activities, and learning about regarding social justice issues. Evidence of having actively promoted social justice for natural environments and social communities, or taken the leadership role at any level (small groups, peers, community, larger society)</p>	<p>Ample evidence of having actively participated in discussions, activities, and learning about issues regarding social justice for natural environments and social communities.</p>	<p>Evidence of having been involved in discussions, activities, and learning about issues regarding social justice for natural environments and social communities.</p>	<p>Lack of evidence of having been involved in discussions, activities, and learning about issues regarding social justice for natural environments and social communities.</p>