

**Department of Liberal Studies**  
**Program Performance Review 2011 – 2012**  
**Self Study**  
5 November 2011

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I. Department Mission, Goals and Environment

- A. **Briefly describe the mission and goals of the unit and identify any changes since the last program review. Review the goals in relation to the university mission, goals and strategies.**

The department mission statement, learning goals, and student learning outcomes all have been thoroughly revised as part of the new Assessment Plan adopted during the spring 2011 semester. In light of its Mission Statement, the Department of Liberal Studies expects its graduates to achieve eight Student Learning Outcomes subsumed under four Learning Goals. The Liberal Studies core curriculum provides a cohesive course pattern through which students are introduced to learning outcomes in their initial courses and then develop and master these outcomes in subsequent courses. Assessment takes place over a four year cycle in which specific outcomes are assessed each year. Direct assessment is achieved through embedded assignments in relevant core courses. Indirect assessment triangulates with direct assessment through a senior exit questionnaire and a Reading Comprehension & Mechanics of Language Use Test administered to students in senior seminars.

**LIBERAL STUDIES MISSION STATEMENT**

The mission of the Department of Liberal Studies is to provide its students with an educational experience that promotes interdisciplinary knowledge of major ideas in the humanities, arts, natural sciences, and social sciences, and advances critical reasoning and effective writing skills.

**Liberal Studies Learning Goals and Student Learning Outcomes**

The following goals and learning outcomes have been established for students pursuing a B.A. degree in Liberal Studies.

**GOAL 1: *Written Communication***

**Learning Outcomes:**

- 1a Write clearly and correctly.
- 1b Analyze and present ideas and subject matter coherently.

**GOAL 2: *Knowledge***

**Learning Outcomes:**

- 2a Identify significant figures, concepts, themes and developments in the arts and humanities.
- 2b Identify significant figures, concepts, themes and developments in the social sciences.
- 2c Identify significant figures, concepts, themes and developments in the natural sciences.

**GOAL 3: *Analysis***

**Learning Outcomes:**

- 3a Compare and contrast significant concepts, themes and arguments from the arts and humanities.
- 3b Compare and contrast significant concepts, themes and arguments from the social sciences.
- 3c Compare and contrast significant concepts, themes and arguments from the natural sciences.

**GOAL 4: *Interdisciplinarity***

**Learning Outcome:**

- 4 Explain interdisciplinary connections among and within the three subject areas: arts and humanities, social sciences, natural sciences.

The Goals and Learning Outcomes for Liberal Studies relate closely to the University's Mission and Goals and associated strategies. As is the case for the University, the department has affirmed the pre-eminence of learning with a mission statement that asserts the priority of interdisciplinary knowledge. In the preparation of its new Assessment Plan, Liberal Studies articulated a set of learning goals tailored to fulfill that mission with emphases on Written Communication, Knowledge, Analysis and Interdisciplinarity. These four goals, together with the eight student learning outcomes that contribute to their achievement, clearly "ensure the preeminence of learning" (University Goals and Strategies 1). Our collaborative mode of teaching with a gateway course that is team-taught permits the exchange of ideas encouraged by the university and places "learning and the creation of knowledge" at the center of everything that we do. Since our last PPR we have expanded our faculty by adding four more members, two in the social sciences and two in the natural sciences, to maintain a balanced and fully interdisciplinary staff. Liberal Studies Goals also reflect adaptation to the evolving needs of the students, community, and region (University Goal and Strategy II). Regardless of the particular career upon which one of our graduates embarks, the ability to write and think critically is fundamental to success. Moreover, interdisciplinarity provides students with a well-rounded toolkit of knowledge that prepares them not only for teaching but for careers in the law, business and a host of other fields. The Interdisciplinary Thematic Plan enables students to gain valuable learning experiences in a broad range of disciplines as well as opportunities to complete their program with internships or other experiential projects. Liberal Studies faculty maintain a full research agenda to insure currency in their respective disciplines, a practice that maintains vibrant interdisciplinarity for faculty and students (University Goal and Strategy III). This same focus on interdisciplinarity also correlates with the University's emphasis on collaboration (University Goal and Strategy IV). The department's goals and outcomes also are geared to enhance student success (University Goal and Strategy V) with a four-semester upper division curriculum that methodically builds on each preceding semester as students gradually acquire a solid education in all three of the areas of knowledge. Scheduled assessment through embedded assignments enables the department to confirm student progress toward graduation and provides insights into ways to improve.

**B. Briefly describe changes and trends in the discipline and the response of the unit to such changes. Identify if there have been external factors that impact the program. (Community/regional needs, placement, and graduate/professional school).**

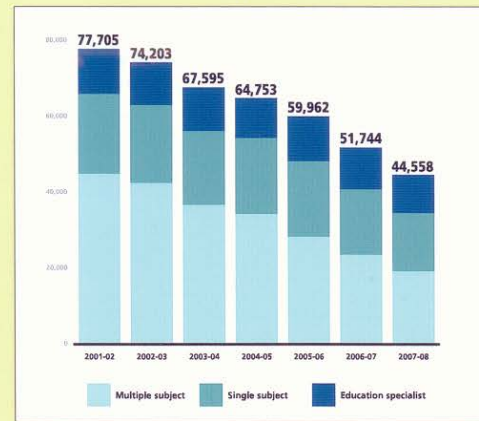
Because the most consistent source of Liberal Studies majors continues to be students interested in careers in elementary school teaching, the most significant external factor to impact the department during the period under review is the sharp decrease in job opportunities for teachers with multiple subject teaching credentials. Due to decreasing job opportunities, the number of students planning careers in education has declined dramatically over the past seven years. The following data are provided in a publication from The Center for the Future of Teaching and Learning: *California's Teaching Force 2010: Key Issues and Trends*.

- The pool of prospective teachers has declined dramatically. The number of enrollees in teacher preparation programs in California has dropped by nearly half in the last seven years, from more than 75,000 to fewer than 45,000. And the number of new teaching credentials issued by the state is similarly down. (See Charts 4 and 5.)
- The state has cut repeatedly already lean professional development funds. Widespread reductions in district funding for training are limiting the support for teachers at all stages, from new teachers in need of mentoring to veterans needing help with instructional improvements.

As our interviews showed, these are not conditions that can be turned around quickly even if the state had money to do so. It will take time to draw more people into the pipeline, to ratchet back up the capacity of the universities to train new teachers, and to rebuild a professional development infrastructure. As a California State University administrator said:

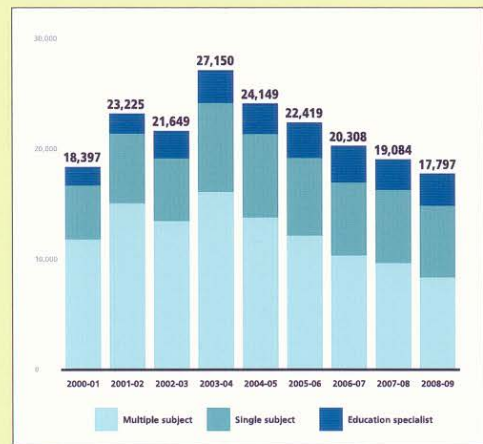
*"It is going to take a long time to bring enrollment in teacher preparation back. It is going to be really tough to get people back into the teacher pipeline and we are going to need them."*

**Chart 4**  
**Number of Enrollees in Teacher Preparation Programs**



Source: California Commission on Teacher Credentialing

**Chart 5**  
**Number of Teaching Credentials Issued**



Source: California Commission on Teacher Credentialing

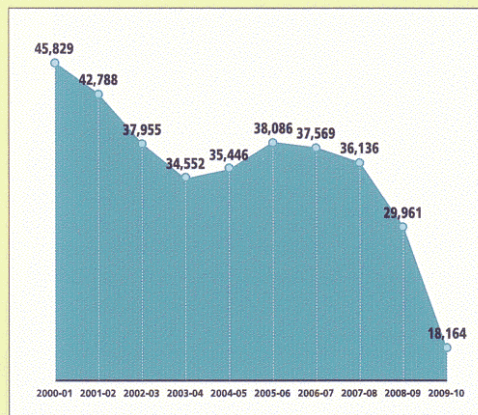
As a direct result of these trends, the number of Liberal Studies majors has dropped to less than half of the 1526 majors enrolled at the time of our last program performance review in 2004-2005. The department has responded by developing and staffing an increased number of General Education courses, placing more emphasis on the Interdisciplinary Thematic Plan option, and planning a graduate program. At the same time, we are aware that the present trend is unlikely to continue for more than a few more years. The Center for the Future of Teaching and Learning has also provided data showing that approximately one third of California's teachers are over 50 years of age.

Year	LBST Majors
2000-2001	1380
2001-2002	1528
2002-2003	1660
2003-2004	1587
2004-2005	1526
2005-2006	1333
2006-2007	1224
2007-2008	1151
Spring 2009	1077
Fall 2009	1000
Spring 2010	856
Fall 2010	819
spring 2011	736

“ ... THE HEADLINES OF TODAY ARE ABOUT TEACHERS BEING LAID OFF, THE HEADLINES OF TOMORROW COULD BE ABOUT ANOTHER TEACHER SHORTAGE... ”

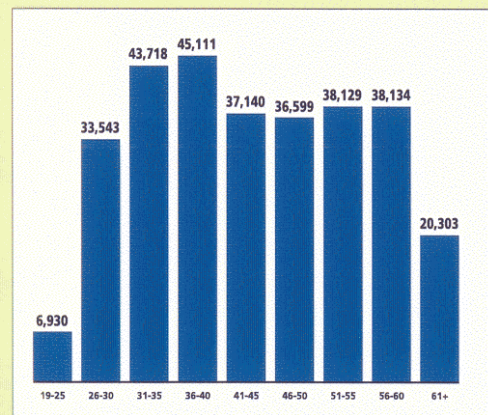
- While student enrollment is expected to turn upwards soon, the teaching force is declining substantially, down from about 310,000 teachers two years ago to slightly fewer than 300,000 last school year. The drop in the number of novice teachers is even more dramatic. (See Chart 2.)
- Baby boom generation teachers are retiring at increasing rates, and about one-third of the state's teachers are more than 50 years old. (See Chart 3.)

**Chart 2**  
**Number of First- and Second-Year Teachers**



Source: California Department of Education

**Chart 3**  
**Age Distribution of California Teachers**



Source: California Department of Education

The large percentage of present teachers who are approaching retirement age suggests that although we need to diversify our course offerings and recruiting efforts for our major during the next few years, we can expect renewed demands from future teachers several years later.

### **C. Identify the unit's priorities for the future.**

- PRIORITY:** Restructure the curriculum for all Liberal Studies majors to include thirty units of LBST core courses rather than the present twenty-seven. For Elementary Education Plan students, twenty-one units would be taken outside the department instead of the present twenty-four.
- PRIORITY:** Develop additional Liberal Studies elective courses.
- PRIORITY:** Develop additional Liberal Studies General Education courses.
- PRIORITY:** Restructure the Interdisciplinary Thematic Plan (ITP) requirements. Have a second senior seminar requirement replace the present senior project requirement except for research oriented students. Develop a senior research seminar for those students who are approved for senior project research.
- PRIORITY:** Promote specific advising tracks for the Interdisciplinary Thematic Plan version of the major using a revamped departmental website and other outlets.
- PRIORITY:** Develop a tradition of an annual academic conference sponsored and hosted by Liberal Studies.
- PRIORITY:** Increase our outreach efforts to our alumni, especially through the Liberal Studies Honor Society.

Several of these priorities are partially motivated by our need to expand the student population taking Liberal Studies courses. By augmenting the existing set of LBST General Education courses and promoting the Interdisciplinary Thematic Plan (ITP) option, we can become less dependent upon future teachers for our enrollment. The department plans to promote ITP option for the LBST degree by developing and highlighting specific advising tracks for students with interests in legal studies, sustainability, global studies, special education, science education, and mathematics education, among others. Restructuring our curriculum to include thirty units of core courses will result in a higher percentage of our majors' enrollment taking place in Liberal Studies courses rather than outside the department.

Revisions to the ITR capstone experience will result in more efficient administration and make it more adaptable to the varied needs and abilities of our students. Students who demonstrate the aptitude and motivation required for independent research will be more efficiently supervised through a new research seminar. Other students will be better served by taking a second senior seminar in addition to the one that is already required. Both changes will also increase enrollment in LBST seminars.

Our graduate program proposal has been approved by the college curriculum committee, advertised to the University community and tentatively approved by the Graduate Education Committee. It will be reviewed by the Planning, Resources, and Budget Committee during the spring 2012 semester. We hope to have the program proposal approved by the CSUF Academic Senate in 2012 and then sent on to the Chancellor's office for final approval. We expect that graduate students will become an important component of the department in the near future. Many alumni have expressed interest in the program, and we have developed a mailing list of interested alumni and current students. We plan to work with the Liberal Studies Honors Society and the Liberal Studies Student Association to promote the program. Once it has received final approval, we will advertise it more widely to attract a diverse set of graduate students from CSUF and elsewhere.

Hosting an annual interdisciplinary conference on campus will be an important step in the evolution of the department. Although interdisciplinarity has always been a defining characteristic of our curriculum and our teaching, annual conferences will call attention to our role as a CSUF focal point for research that creatively crosses traditional academic boundaries.

**D. If there are programs offered in a Special Session self-support mode, describe how these programs are included in the mission, goals and priorities of the department/program (e.g. new student groups regionally, nationally, internationally, new delivery modes, etc).**

[Not Applicable]

II. **Department/Program Description and Analysis**

**A. Identify substantial curricular changes in existing programs, new programs (degrees, majors, minors) developed since the last program review. Have any programs been discontinued?**

The most important proposed addition is a graduate program. No programs have been discontinued. A minor in Liberal Studies has been approved and has enrolled a relatively small number of students, less than ten students each year.

The Interdisciplinary Thematic Plan has been revised by spreading the culminating senior project over two semesters of independent study rather than a single semester as was the case in the past. Students now develop an annotated bibliography and get their project proposal approved during their first semester of independent study for one unit of credit. They then enroll in two additional units of independent study during the second semester and complete their project. This change has improved the efficiency of student progress toward timely completion of well planned senior projects.

**B. Describe the structure of the degree program (e.g. identify required courses, how many units of electives) and identify the logic underlying the organization of the requirements. How does the structure of the degree program support student achievement of learning goals?**

The Liberal Studies curriculum presently consists of twenty-seven units in upper division Liberal Studies core courses together with twenty-four units of electives, generally taken outside the department. Students following the Elementary Education Plan take their electives from a set of courses chosen to address the broad educational background necessary for future teachers. Interdisciplinary Thematic Plan students choose their electives to explore a theme developed through consultation with an advisor. In both cases, compared to most other majors, an unusually high percentage of the fifty-one units required for graduation as a Liberal Studies major are satisfied through courses taken outside the department.

As a result, achievement of student learning goals is primarily monitored through the required Liberal Studies core courses. These upper division core courses are designed to be taken in a four-semester sequence. The first semester courses are LBST 300, Introduction to Liberal Studies, and LBST 302A, Historical Dimension of Liberal Studies. These courses introduce students to the interdisciplinary nature of Liberal Studies and begin the historical study of the natural sciences, social sciences, and arts and humanities that is continued in the second semester in LBST 302B. The upper division writing course, LBST 301, Inquiry and Composition in Liberal Studies, can be completed either in the first or second semester. In the third semester, the analysis of science, social science and the arts and humanities in the period subsequent to the nineteenth century is addressed in LBST 303, 304 and 305: Liberal Studies in the Humanities and Arts, Liberal Studies in the Sciences, Liberal Studies in the Social Sciences. LBST 401, Knowledge in the Arts and Sciences, and one of the senior seminars (LBST 485-492) serve as capstone courses in the fourth semester.

As part of our new assessment plan developed in spring 2011, we have created a curriculum map showing how students are expected to achieve departmental learning outcomes. All learning outcomes are introduced in LBST 300, Introduction to Liberal Studies. Outcomes 1a and 1b are developed in LBST 301, Inquiry and Composition in Liberal Studies; they are also developed in LBST 302A/B, Historical Dimension of Liberal Studies, as well as in LBST 303, 304, 305, and 401; mastery of outcomes 1a and 1b to a level appropriate for graduation is achieved in one of the required Liberal Studies Senior Seminars, LBST 485-492. Learning outcomes 2a, 2b, 2c, 3a, 3b, 3c, and 4 are developed in LBST 302A/B and further developed in LBST 303, 304 and 305; mastery to a degree appropriate for graduation is achieved in 303, 304 and 305 and

particularly in 401 and the senior seminars, LBST 485-492. The core course sequence and its relationship to student learning outcomes are summarized in the following curriculum map developed as part of the new LBST Assessment Plan.

LIBERAL STUDIES CURRICULUM MAP										
LBST	Learning Outcomes									
	1a	1b	2a	2b	2c	3a	3b	3c	4	
300	I	I	I	I	I	I	I	I	I	I
301	I,D	I,D								I,D
302A	I,D	I,D	I,D	I,D	I,D	I,D	I,D	I,D	I,D	I,D
302B	D	D	D	D	D	D	D	D	D	D
303	D	D	D,M				D,M			D,M
Courses 304	D	D			D,M				D,M	D,M
305	D	D		D,M			D,M			D,M
401	D	D	M	M	M	M	M	M	M	M
485-492	M	M	M*	M*	M*	M*	M*	M*	M*	M
* 485-492	Course content varies by seminar -- appropriate outcomes 2a-3c mastered.									
KEY										
I	introduced									
D	developed and practiced with feedback									
M	mastered at level appropriate for graduation									

**C. Using data provided by the office of Analytic Studies/Institutional Research discuss student demand for the unit’s offerings; discuss topics such as over enrollment, under enrollment, (applications, admissions and enrollments) retention, (native and transfer) graduation rates for majors, and time to degree.**

In the years following the last PPR, 2005-2011, the Department of Liberal Studies has experienced a modest decline in enrollment rates calculated as a percentage of accepted students who subsequently enrolled. (See Appendix for data.) The first -time freshmen enrollment rate dropped slightly from a high point of 27% to a lower level of 25%. This modest decline is within the fluctuation range of the CSUF university-wide enrollment rates from 22% to 26% for the same time period. The comparable university-wide figures suggest that circumstances specific to the department were not responsible for the decline. Similarly, a 2% decline in first time freshmen enrollment rate also was found in the college of Humanities and Social Sciences as a whole, further supporting the conclusion that factors external to the Department were responsible for the decline.

For upper division transfer students, the Liberal Studies enrollment rate decreased 10% overall from a highpoint of 64% in 2006-2007 to a low point of 54% in 2010-2011. (Since the initial drop in 2009 could have resulted from the freeze in enrollments during a furlough year, it is unclear whether the 2010-2011 values reflect a continuing trend.) It is notable, however, that the decline in enrollment of upper division transfer students is only slightly larger than that experienced university-wide and within the college of HSS, where enrollments dropped 8% in the same period of 2005-2011 from a highpoint of 64% to a low point of 56%. Such minimal decline in relation to the university-wide decline and the decline in enrollment rates for the college of



HSS for the 2010-2011 year suggest that factors external to the department are responsible for the decline in enrollment rates.

The Department of Liberal Studies annually graduates an average of 17% of the BAs awarded in the college of HSS and 5% of all degrees university-wide. Since a very large fraction of Liberal Studies majors are students who transfer to CSUF as juniors, it is of some interest to look at the percentages of these students graduating each year subsequent to their transfer to CSUF. In general, the percentage of LBST transfer students who graduate in any given year after initial enrollment is not significantly different from corresponding percentages for CSUF students as a whole. For example, for students who transferred to CSUF in 2004, the year of our last PPR, the percentages of these students who eventually graduated in two, three, four, or five years or less was 26.6, 42.9, 47.8 and 50.3 respectively. Corresponding percentages for the entire University were 24, 47.9, 56.1 and 59.8 respectively. The fact that a comparable but somewhat lower percentage of LBST students graduated after four or five years at CSUF can be attributed to some extent to the fact that a significant number of our students change majors prior to graduation. The academic rigor of the department does present an unexpected challenge for some students, particularly among those who plan careers in elementary education. Aside from this, we do not see any evidence that there are internal bottlenecks that prevent Liberal Studies majors from graduating in ways that do not apply to other CSUF majors.

**D. Discuss the unit’s enrollment trends since the last program review, based on enrollment targets (FTES), faculty allocation, and student faculty ratios. For graduate programs, comment on whether there is sufficient enrollment to constitute a community of scholars to conduct the program.**

		GENERAL EDUCATION COURSES							CORE LIBERAL STUDIES COURSES								TOTALS				PART TIME SECTIONS				
		100	101	310	325	331	333	GE Total	300	301	302A	302B	303	304	305	401	485-492	core total	TOTAL	FTES	%GE	PT sec	PT%		
F05	sec	3	0	1	0	0	1	5	9	10	6	3	6	6	7	5	9	61	66		8%	32.5	49%	F05	sec
	enr	90	0	32	0	0	40	162	300	189	355	201	231	228	236	121	126	1987	2149	429.8	8%	1005	47%		enr
S06	sec	1	0	1	0	0	1	3	7	11	2	4	6	5	6	6	13	60	63		5%	35	56%	S06	sec
	enr	38	0	7	0	0	29	74	186	211	162	251	129	118	122	187	228	1594	1668	333.6	4%	841	50%		enr
F06	sec	5	0	1	0	0	1	7	7	10	4	2	7	6	5	5	9	55	62		11%	28.5	46%	F06	sec
	enr	186	0	37	0	0	49	272	269	208	287	132	233	215	179	99	121	1743	2015	403	13%	821	41%		enr
S07	sec	1	1	1	0	0	1	4	6	10	2	3	5	5	5	6	10	52	56		7%	25.5	46%	S07	sec
	enr	30	19	36	0	0	43	128	162	216	184	218	123	140	126	208	184	1561	1689	337.8	8%	683	40%		enr
F07	sec	4	0	1	0	0	1	6	8	10	4	2	6	6	5	4	7	52	58		10%	29.5	51%	F07	sec
	enr	162	0	33	0	0	40	235	203	190	241	93	229	211	197	109	121	1594	1829	365.8	13%	849	46%		enr
S08	sec	1	4	2	0	0	1	8	5	8	2	3	4	5	4	5	11	47	55		15%	27	49%	S08	sec
	enr	21	84	32	0	0	44	181	136	178	139	180	103	125	119	205	216	1401	1582	316.4	11%	686	43%		enr
F08	sec	4	1	0	0	0	1	6	6	7	3	1	5	5	5	3	6	41	47		13%	4	9%	F08	sec
	enr	155	39	0	0	0	67	261	178	169	206	83	189	184	175	120	96	1400	1661	332.2	16%	148	9%		enr
S09	sec	0	2	0	0	0	1	3	5	7	1	3	4	5	4	5	8	42	45		7%	3	7%	S09	sec
	enr	0	49	0	0	0	78	127	142	172	111	187	89	85	73	181	181	1221	1348	269.6	9%	61	5%		enr
F09	sec	3	2	0	0	0	2	7	5	7	3	1	4	4	4	3	4	35	42		17%	2	5%	F09	sec
	enr	144	85	0	0	0	91	320	152	198	199	93	178	180	180	80	95	1355	1675	335	19%	55	3%		enr
S10	sec	4	5	2	0	0	1	12	2	5	1	3	3	3	3	4	6	30	42		29%	1	2%	S10	sec
	enr	191	203	66	0	0	47	507	54	90	83	139	85	98	109	143	158	959	1466	293.2	35%	11	1%		enr
F10	sec	6	3	1	0	1	1	12	5	7	3	1	4	4	4	2	4	34	46		26%	7	15%	F10	sec
	enr	251	129	33	0	27	45	485	139	151	161	58	140	130	129	64	79	1051	1536	307.2	32%	212	14%		enr
S11	sec	6	5	1	0	0	2	14	3	7	1	3	3	3	3	4	6	33	47		30%	13	28%	S11	sec
	enr	213	110	26	0	0	52	401	77	128	84	124	71	74	83	123	123	887	1288	257.6	31%	271	21%		enr
F11	sec	5	4	1	0	1	1	12	4	7	3	1	4	4	4	3	4	34	46		26%	12	26%	F11	sec
	enr	212	142	27	0	22	43	446	137	119	152	44	123	125	118	60	61	939	1385	277	32%	332	24%		enr

As detailed in the preceding chart, the decreased number of Liberal Studies majors has resulted in lower enrollments in the Liberal Studies core courses required for graduation for all Liberal Studies majors. For example, in F05-S06 we staffed 121 core course sections with an enrollment of 3581 or 716 Full Time Equivalent Students (FTES); by F10-S11 these numbers had fallen to 67 core course sections with an enrollment of 1938 or 387 FTES. This decrease of almost 50% is directly correlated with the parallel decrease in LBST majors by the same percentage. To compensate for this decrease we have steadily increased our General Education (GE) course offerings. In F05-S06 we offered only 8 GE sections enrolling 236 or 47 FTES; by F10-S11 these numbers had increased to 26 sections enrolling 886 or 177 FTES. Thus, while our core course enrollments dropped by 329 FTES, the General Education enrollments increased by 130 FTES and the resulting net decrease in total FTES was 199.

The sudden decline in the number of students majoring in Liberal Studies has made it difficult to respond with equally rapid adjustments to our curriculum. As shown in the data in appendix table 9, in every year since our last review we have consistently achieved enrollments slightly less than our target enrollment. As a result, our allocation has gradually been lowered from its earlier peak of 16.6 to its present level of 11. While it remains a desideratum to reduce faculty teaching assignments to three sections per semester, this has not been possible as long as the department does not meet or exceed its annual enrollment target. Liberal Studies faculty thus are expected to teach four course sections each semester unless they receive assigned time for other responsibilities.

Reduced enrollment in LBST 302A and 302B has had an effect on staffing. Traditionally these courses have been team taught by three faculty members, one from each of the three subject areas of science, social theory and humanities. Now two faculty members teach each section. Although this change has required more preparation for teaching outside areas of specialization, it has also resulted in a higher degree of integration and collaboration within the smaller 302A and 302B teams.

While the number of undergraduate majors in Liberal Studies has declined over the past several years, the prospects for a healthy graduate program remain strong. In addition to large numbers of alumni with an interest in the program, comparisons with other similar programs in Southern California conducted as part of the new program proposal process suggest that demand for interdisciplinary humanities programs remains strong. The proposed MA program in Liberal Studies would be the only such program in Orange County.

**E. Describe any plans for curricular changes in the short (three-year) and long (seven-year) term, such as expansions, contractions or discontinuances. Relate these plans to the priorities described above in section I. C.**

### **Short Term**

As explained in section I.C, several of our immediate priorities are closely linked to our need to diversify and expand the student population taking Liberal Studies courses. But we also see the achievement of this expansion as having beneficial effects that extend beyond the departmental level. For example, by augmenting the existing set of LBST General Education courses the department can also play an important role in advancing the status of the Humanities and Social Sciences at CSUF. In this respect we contribute to the achievement of the mission of the College of Humanities and Social Science. The College's Mission Statement includes a statement that one way in which its mission is advanced is by "providing an academic nexus of the liberal arts for the University". Similarly, the Mission Statement cites as a core value and goal: "to provide students with a humanistic and social scientific education that teaches them the languages, geographies, histories, literatures, and contemporary issues in our disciplines." Liberal Studies courses are specifically designed to address this goal. Furthermore, their unique interdisciplinary facet makes them particularly appropriate to achieve another H&SS goal, namely, that of "offering interrelated curricula, programs, and services".

During the next three years we also plan to promote our Interdisciplinary Thematic Plan option for the LBST

degree by developing and highlighting specific advising tracks for students with specific interests such as legal studies, sustainability, special education, global studies, science education, or math education. As a result, we hope to attract a more diverse student population to the Liberal Studies major.

Thirdly, by restructuring our curriculum to increase the number of required core course units from twenty-seven to thirty and by revising the senior project requirement for ITP students, we will raise the percentage of our majors' enrollment taking place in Liberal Studies courses rather than in courses offered by other departments.

### **Long Term**

The implementation of a graduate program clearly is the most significant aspect of our long-term seven year plan. Implementing this new program will require several changes to our curriculum. In addition to new core graduate courses that have already been developed as part of the new program proposal, as the graduate program grows over the next seven years, all of the departmental faculty will have the opportunity to develop new topics for the variable topics course or to develop entirely new courses. We anticipate that the curriculum will undergo revision as we assess the program over its first few years and refine our goals and strategies for graduate level education. As the graduate program develops, so too will the undergraduate program. We expect that the presence of graduate students in senior seminars will change the dynamic of those courses in positive ways. It is also possible that new senior seminars may be added as student demand goes up in part due to the inclusion of these courses in graduate study plans. Overall, we expect that the implementation of the graduate program will have a variety of impacts on curriculum many of which cannot be anticipated with certainty until the program is underway.

### **F. Include information on any Special Sessions self-support programs offered by the department/program.**

[Not Applicable]

### **III. Documentation of Student Academic Achievement and Assessment of Student Learning Outcomes**

Because student learning is central to our mission and activities, it is vital that each department or program includes in its self study a report on how it uses assessment to monitor the quality of student learning in its degree program(s) and/or what plans it has to build systematic assessment into its program(s). *Assessment*, in this context, refers to whatever combination of means the department or program employs to provide evidence to answer the following questions:

#### **A. How well are our students learning what the program is designed to teach them?**

During the period since its last review, the department has concentrated on the assessment of student writing and reading comprehension skills. In order to assess ability to write clearly and correctly, our Assessment Committee developed and implemented a writing assessment tool in 2007-2008. It was revised in 2008-2009 by changing the reading comprehension sections. Since then the format has for the most part been held fixed for comparison purposes. The assessment procedure has two components: a thesis driven essay assignment and a short multiple choice exam.

LBST faculty who teach senior seminar courses directly assess the ability of students to “write clearly and correctly” and “analyze and present ideas and subject material coherently” by means of a short thesis-driven essay evaluated according to the same criteria for all students: thesis, evidence, organization and clarity, critical analysis, and language use (syntax, grammar, punctuation). In spring 2011 over 85% of senior seminar students achieved passing scores of C or better when assessed by LBST faculty using these criteria.

53 students evaluated:

Thesis:	87% achieved a grade of C or better (74% As & Bs)
Use of evidence:	81% achieved a grade of C or better (57% As &Bs)
Organization and clarity:	94% achieved a grade of C or better (60% As & Bs)
Critical analysis:	87% achieved a grade of C or better (56% As & Bs)
Language use:	85% achieved a grade of C or better (51% As & Bs)

These high percentages provide one indication that students who major or minor in Liberal Studies are able to write clearly and correctly and can analyze and present ideas and subject matter coherently. Despite some fluctuation due to small sample size the results are not significantly different from the results in 2010.

In order to indirectly assess the ability of students to communicate effectively, the assessment committee evaluates student understanding of the mechanics of language use and reading comprehension by means of a thirty minute multiple-choice exam applied in LBST 300 courses in the fall semester and in senior seminar courses in the spring. The questions are designed to test reading comprehension in areas that are especially relevant to the three subject areas within Liberal Studies: Arts and Humanities, Social Thought, and Natural Science. In 2010 – 2011 both entry level and senior seminar students demonstrated competency in grammar, punctuation, and syntax. However, both groups did not do well in logical reasoning comprehension question 9. (Only 16.91% of entry-level and 15.11% of senior seminar students got the correct answer.) Overall senior seminar students performed better than entry-level students as measured both in terms of median score (14.84 vs. 14.29) and mean score (14.35 vs. 13.96). Strangely consistent with the previous year's results, the only question in which entry level students clearly outperformed senior seminar students concerned comma use (question 19: 89.71 % correct vs. 84.17%). Once again, both groups could improve on correct use of pronouns.

The department's writing assessment provides evidence that students are learning to analyze and comprehend complex ideas. Students also leave the program with a measurably better ability to communicate effectively. The 80% first attempt pass rate in the three parts of the California Subject Examination for Teachers (CSET) provides further support for these results (see p. 15). The new assessment strategy to be implemented this year will address the comprehension and analysis of topics learned in the Liberal Studies core curriculum.

**B. What direct strategies or systematic methods are utilized to measure student learning?**

Our new assessment plan calls for assessment of all LBST learning outcomes to take place over a four year cycle. Embedded assignments in relevant courses are to be administered in the fall of each academic year followed by analysis in the subsequent spring semester. Discussion of assessment data takes place at May department meetings and includes plans for curriculum adjustments if necessary. The four year assessment cyclic is summarized in the following matrix.

	when	evidence	collected	how assessed	close loop
1a	year 1	grammar and reading test in 300 and senior seminars exit questionnaire	300 faculty seminar faculty seminar faculty	scored	May Dept meeting
1b	year 1	essay assignment in senior seminars exit questionnaire	seminar faculty seminar faculty	grading rubric scored	May Dept meeting
2a	year 2	embedded assignment 1: 303 exit questionnaire	303 faculty seminar faculty	scored scored	May Dept meeting
2b	year 2	embedded assignment 1: 305 exit questionnaire	305 faculty seminar faculty	scored scored	May Dept meeting
2c	year 2	embedded assignment 1: 304 exit questionnaire	304 faculty seminar faculty	scored scored	May Dept meeting
3a	year 3	embedded assignment 2: 303 exit questionnaire	303 faculty seminar faculty	grading rubric scored	May Dept meeting
3b	year 3	embedded assignment 2: 305 exit questionnaire	305 faculty seminar faculty	grading rubric scored	May Dept meeting
3c	year 3	embedded assignment 2: 304 exit questionnaire	304 faculty seminar faculty	grading rubric scored	May Dept meeting
4	year 4	embedded assignment : 401 exit questionnaire	401 faculty seminar faculty	grading rubric scored	May Dept meeting

### **C. Are the assessment strategies/measures of the program changing over time?**

As has been explained, for several years the department has concentrated on the assessment of student writing and reading comprehension skills. The new assessment plan adopted in spring 2011 provides a cyclic assessment schedule for the entire core curriculum.

### **D. What modifications should we make to the program to enhance student learning? (And after having made changes, how have these changes affected student learning and the quality of the department or program as a learning community?)**

Based on the results of the department assessment practices and on ongoing discussions among faculty members, we have identified several aspects of the program that could be improved in order to enhance student learning:

1) Our students would benefit from efforts to help them rise to the challenges presented by LBST 302A and LBST 302B, two courses that are foundational to the Liberal Studies curriculum and are the most important cause of attrition among our majors.

2) New Liberal Studies majors, especially transfer students, would benefit from opportunities that would more efficiently integrate them into the culture of the department.

3) Interdisciplinary Thematic Plan students would benefit from more opportunities to interact with other ITP students and experience a sense of belonging to a learning community

4) Efforts to reinforce the interdisciplinary character of the program would enhance student understanding of this important aspect of our curriculum.

In response to these areas of concern, the department has decided upon several innovations.

Study groups- LBST 302A and LBST 302B are team-taught courses that constitute an important foundation for our curriculum. In particular, 302A introduces students to the historical development of the three areas of study for the program, Social Sciences, Arts and Humanities, and Natural Sciences, as well as to the interdisciplinary nature of the major (see Liberal Studies Curriculum Map). In responses to the exit questionnaire included in departmental assessment procedures, many students identify LBST 302A/B as excessively challenging. A high percentage of attrition during the transition from 302A to 302B confirms this assessment. We have identified possible causes and discussed ways to address them. In addition to the difficulties intrinsic to any interdisciplinary upper-division course, LBST 302A is also particularly challenging for many Liberal Studies transfer students. They usually take this course in their first semester at CSUF, just as they are adjusting to a new learning environment where academic standards are higher than those they have experienced in the past. Faculty members have observed that study group sessions, whether organized by the Liberal Studies Student Association or as spontaneous gatherings of students, is a practice that significantly contributes to students' success in these classes. In order to ensure that all students benefit from these practices, faculty members plan to include some form of study group activity in the requirements for LBST 302A and perhaps 302B as well. Some LBST 302A teaching teams already include study groups in their sections, either as a recommended activity or as a graded course requirement. The main objectives of this requirement are to ensure that every student has an opportunity to discuss class materials and exchange ideas in small groups and to promote the creation of networks of peers that meet regularly throughout the semester and possibly beyond. Groups are also expected to meet with their professors to discuss their progress and address any doubts or questions raised in their sessions. In addition to fostering the creation of these small study groups, an important additional objective is to integrate new Liberal Studies majors into the larger learning community of the department from the beginning of their first semester. For example, groups of students often use the Liberal Studies Commons area in Humanities 223 for informal meetings and this increases their personal interactions with faculty and encourages them to participate in department life outside of the classroom. This study group initiative thus responds to both concern #1 and #2 as listed above.

Other initiatives concern curriculum revisions:

ITP Research Seminar- The department has decided to offer a Research Seminar as an alternative to the Independent Study (499) that ITP students currently use to complete their Senior Projects. This change is a response to our assessment that a number of ITP students would benefit from working on their senior research projects in a class setting that includes short-term goals and offers the opportunity to discuss work in progress with fellow ITP students. The proposed Research Seminar will also contribute to a greater integration of ITP students into the department. This is particularly important in the case of ITP students since the personalized nature of their programs affords fewer opportunities for them to connect and share experiences with their peers. This change thus addresses concern #3 and will be implemented in fall 2012.

New Liberal Studies Elective- As has already been discussed, another initiative to enhance student learning is to add an Interdisciplinary Studies elective as a core requirement for both the Elementary Education Plan and the Interdisciplinary Thematic Plan. The objective of this addition is to strengthen the Liberal Studies core curriculum by reinforcing the interdisciplinary emphasis of the program. This initiative thus responds to concern #4 and it is one of the department's priorities for the future (see section I.C).

Additional modifications of ITP and ELED plans- The department has tentative plans to restructure the courses required for both plans. Courses would be rearranged to achieve more balance between the three areas: Social Sciences, Natural Sciences, and Arts & Humanities. These changes will reinforce the interdisciplinarity of the program and thus respond to concern #4.

**E. How have assessment findings/results led to improvement or changes in teaching, learning and/or overall departmental effectiveness? Cite examples.**

In addition to the proposals noted in IIID, concern about the assessed writing and critical reading abilities of our students has led to several innovations. We have adopted a writing textbook required for all Liberal Studies majors, Diane Hacker's *A Writer's Reference*. The book is used in all sections of our upper division writing course, LBST 301, and it is also required for all core Liberal Studies courses. This has allowed instructors to standardize comments on student writing by referring to specific sections of Hacker's text. We have also decided to allocate three units of assigned time to a writing coordinator responsible for monitoring our LBST 301 sections. It is important that all sections of 301 include appropriate emphasis on the improvement of the writing skills that we have found many of our students need.

**F. What quality indicators have been defined/identified by the department/program as evidence of departmental effectiveness/success other than assessment of student learning e.g. number of students who pursue graduate or professional education programs in the field, job placement rates, graduation rates, student-faculty research/creative collaborations, etc. (See also Appendix VI)**

Students who major in Liberal Studies through the Elementary Education plan should be well prepared to achieve their professional goals after graduation. Since a pre-condition for acceptance into a credential program is that students pass the California Subject Examination for Teachers (CSET) in three subject areas, student success in achieving this goal is measured annually by self-reported CSET pass rates for students about to graduate. The pass rate on the first attempt in each of the three parts of the CSET is typically 80%. For example, the following data were generated by surveying students in spring 2011.

<b>I. Language &amp; Social Science:</b>	83% students (25/30) passed; 4% (1/25) failed
<b>II. Mathematics and Science:</b>	84% students (26/31) passed; 9% (3/31) failed
<b>III. Human Development, Visual and Performing Arts and Physical Education:</b>	76% students (22/29) passed; 24% (7/29) failed

Liberal studies Elementary Education Plan students also enjoy a high rate of success in admission to the CSUF education credentialing programs. In April 2011 we also began an electronic survey of our alumni who graduated in the last seven years. Although we did not get a very good response rate, the results that we did receive were very positive. On a scale from 1 (poor) to 5 (excellent) 45 of 61 answered with a 4 or 5. Many alumni commented that the LBST courses definitely helped prepare them for the CSET. Among the core courses, LBST 302A/B were frequently cited as valuable, as was LBST 304. Many alumni commented that the essay writing skills they acquired in their core courses helped them on exams.

**G. Many department/programs are offering courses and programs via technology (on-line, video conferencing etc.) and at off campus sites and in compressed schedules. How is student learning assessed in these formats/modalities?**

All members of the department use on-line venues for course syllabi, schedules, reading assignments and other course materials and requirements. In some cases students have been relieved of the high cost of textbooks by having all reading assignments placed on-line. Our faculty use a wide variety of technology for class meetings including powerpoint outlines and images, internet sources, and video. The Department has consistently held

the position that face to face teaching enhanced by these technological resources is highly preferable to a format that relies entirely upon on-line interaction.

The Department currently offers all the core Liberal Studies courses at the Irvine Campus, one of the few departments in the College of HSS to do so. High-demand courses are also offered on a compressed schedule during Intersession and the Summer Session. Since the department manages course delivery at Irvine and during the special sessions in the same way that courses are offered on the main campus during the regular academic year, no alternative assessment strategies are necessary.

#### IV. Faculty

**A. Describe changes since the last program review in the full-time equivalent faculty (FTEF) allocated to the department or program. Include information on tenured and tenure tract faculty lines (e.g. new hires, retirements, FERP's, resignations, and how these changes may have affected the program/department's academic offerings. Describe tenure density in the program/department and the distribution among academic rank (assistant, associate, professor).**

At the time of our last program performance review, there were approximately 1600 Liberal Studies majors. With an allocation of 16.6 FTEF positions, the department had eleven full time faculty: two tenured, six untenured tenure-track, and three full time lecturers. (See Appendix, Table 9.) At that time many of our pressing issues resulted from the low percentage of tenured faculty. For example, we needed to go outside the department to staff our Personnel Committee and our participation in University governance and University committees was minimal. We also needed to recruit a large number of qualified part-time instructors each semester. One of the goals we set at that time has happily been achieved. Although one new hire, Rachel Lindheim, has resigned in order to follow her husband to a new teaching position in New York, six other new hires have attained tenure successfully.

Due to decreases in majors and enrollments, our allocation now stands at only eleven FTEF positions even though we have twelve full time faculty: eight tenured, three untenured tenure track and one full time lecturer. It should be noted that our most senior faculty member, Ron Clapper, has retired this year and another longtime colleague, Brad Starr, is now a full time member of the Comparative Religion department. Since Dr Clapper's area of teaching emphasis was the Arts and Humanities, as was Lindheim's, the department now has only two faculty members primarily dedicated to that area: Bonney and Sancho-Velázquez. More generally, because we have twelve faculty members and an allocation of only eleven, we need to adopt creative measures in assigning workloads. To meet the goal of reaching our enrollment targets with our allocated budget, we need to have faculty members teach just enough sections of LBST core courses to meet demand, but we cannot afford an excessive number of these sections with low enrollment. Instead, faculty need to fill out their workloads with GE courses, courses in other departments, or assigned time for other responsibilities. For example, several members of the department regularly teach for the Honors Program and sometimes for the American Studies Department. Others have received assigned time for College or University committee work. We will need to maintain this flexibility as long as our allocation remains as low as it is.

Now that 75% of our faculty are tenured, the department plays a much more significant governance role and has a much larger impact on College and University policy creation and decision making. Since our last review our faculty have served approximately 65 terms on University committees, 66 terms on committees in the College of Humanities and Social Sciences, and 35 terms on committees for other University Departments, including many that are crucial to the smooth functioning of the College, such as personnel committees and master's degree thesis committees. Liberal Studies faculty have also served eleven terms on the CSUF Academic Senate. We have contributed to successful study abroad programs in London, Florence, and Salamanca. The department clearly has become a significant participant in the vitality of the College and the University. Within another three years we can expect to have all eleven of our full time faculty tenured. We thus expect to see a continued



diversification of faculty work load to include a multitude of responsibilities rather than the concentration on teaching core courses for Liberal Studies majors that predominated during the early years of the department.

**B. Describe priorities for additional faculty hires. Explain how these priorities and future hiring plans relate to relevant changes in the discipline, the career objectives of students, the planning of the university, and regional, national or global developments.**

Given the present decline in demand for teachers with multiple subject teaching credentials, it seems reasonable to predict that the number of Liberal Studies majors will stay relatively low for a few more years. Additional full time faculty hires thus should be a very low priority during this time period. Nevertheless, when enrollment begins to climb again several years in the future, the arts and humanities will be the area most in need of a new faculty hire. At present we have only two faculty whose primary teaching concentration is in this area.

**C. Describe the role of full-time or part time faculty and student assistants in the program/department's curriculum and academic offerings. Indicate the number and percentage of courses taught by part-time faculty and student teaching assistants. Identify any parts of the curriculum that are the responsibility of part-time faculty or teaching assistants.**

The data on page nine show that during the period under review the percentage of LBST sections taught by part time faculty was a high of 56% in spring of 2006, reached a low of 2% in spring 2010 and edged upward to 26% in fall of 2011. The number of part time sections that can be funded depends upon the combination of how much teaching is done outside the department by full time faculty and how much assigned time they receive for non-teaching responsibilities. Indeed, now that our allocation of eleven is exceeded by the number of full time faculty (twelve), the only way part-time sections can be budgeted is through compensation to the department for full time faculty with work assignments that do not involve teaching Liberal Studies courses.

With some exceptions, full time LBST faculty generally prefer to teach Liberal Studies core courses such as 302A, 302B, 303, 304, 305, 401, and the senior seminars. However, due to our falling number of majors, it is no longer possible to dedicate all full time faculty workloads exclusively to these courses. Instead, these workloads must include courses taught for other departments, general education courses, or the introductory courses, LBST 300 and LBST 301.

In particular, during 2004-2005, at the time of our last Program Performance Review, all sections of LBST 301, the department's upper division writing course, were staffed by part time writing instructors with relevant expertise and experience. This practice continued till the fall 2008 semester when budget cuts required us to staff LBST 301 sections using our full time lecturers, Ron Clapper and Edward Maine. During the three subsequent years, full time faculty members Mark Fischer, Margaret Garber and Craig McConnell have also taught sections of LBST 301 as needed. Due to fluctuations in state budgets, it is difficult to plan ahead so that teaching schedules address the need to staff the proper number of LBST 301 sections. LBST 301 also raises a potential morale issue in that full time faculty are being asked to volunteer to teach an upper division writing course for which they probably do not have significant motivation or experience. We have acted to remedy this situation by dedicating some assigned time to a writing coordinator who is willing to teach two sections of 301 and coordinate the 301 curriculum across sections.

Similar considerations apply to our introductory general education courses, LBST 100 (Introduction to the Humanities) and LBST 101 (Introduction to the Social Sciences), courses generally taken by first year students. These courses have become crucial to the FTES we generate each semester and under our present circumstances they often must be staffed by full time faculty.

**D. Include information on instructor participation in Special Sessions self-support programs offered by the department/program. [Not applicable]**

**V. Student Support and Advising**

**A. Briefly describe how the department advises its majors, minors, and graduate students.**

All full time faculty members are expected to be available for several hours of advising each week during the annual fall and spring semesters. The Chair is primarily responsible during summer and intersession months and receives some monetary compensation. Due to the reduced number of Liberal Studies majors and yearly transfer students, advising is not as time consuming as it was six or seven years ago. Our advising materials are updated regularly and are available on-line from the department website. We have developed a template for a revised website and hope to be able put it into operation during the 2011-2012 academic year. We expect to make our on-line advising materials much more thorough and informative when this new platform is in place.

**B. Describe opportunities for students to participate in departmental honors programs, undergraduate or graduate research, collaborative research with faculty, service learning, internships, etc. How are these opportunities supported? List the faculty and students participating in each type of activity and indicate plans for the future.**

Created in 2010, the Liberal Studies Honors Society is open to students who earn a grade of B or better in their introductory LBST core courses, LBST 300 and LBST 302A. Alumni membership is available to students who graduate with a grade point of at least 3.5 in their Liberal Studies core courses. The Honors Society has organized lecture and film discussion events and hosts an annual awards banquet. This organization is sponsored by the department and advised by a faculty member who works closely with the students.

The Interdisciplinary Thematic Plan provides a venue for directed undergraduate research. Interdisciplinary Thematic Plan students undertake extensive research in order to complete the senior projects that are a required part of the ITP option. Students develop their projects and carry out their research working closely with faculty advisors. They also present their research to the community of their fellow students and faculty at Interdisciplinary Thematic Plan workshops. The Liberal Studies department is in the process of designing a research seminar to help ITP undergraduate research projects proceed more efficiently. In addition to Liberal Studies majors, CSUF students from any major can undertake research projects with faculty guidance as part of a 499 independent study course.

LBST 101, Introduction to the Social Sciences, is frequently taught as a service learning course. Students in service learning sections explore social science concepts and social issues through their involvement in a number of off-campus community organizations. Through this community engagement, the department contributes to one goal of the University's Mission: "to develop community-centered programs and activities ... that serve the needs of our external communities."

Plans for the future include continued commitment to the Liberal Studies Honors Society and the promotion of undergraduate research. The anticipated inception of a graduate program in Liberal Studies will stimulate additional research collaboration among faculty and graduate students.

VI. Resources and Facilities

**A. Itemize the state support and non-state resources received by the program/department during the last five years. (See instructions, Appendix V.)**

Department of Liberal Studies Operating Budget FY 2006/07 - 2010/11			
Fiscal Year	Baseline	UEE	Total
2006-07	11,845	15,477	27,322
2007-08	12,508	13,556	26,064
2008-09	- <sup>1</sup>	21,737	21,737
2009-10	6,254 <sup>2</sup>	21,166	27,420
2010-11	6,254	20,481	26,735

**NOTES:**

- <sup>1</sup> Baseline reflects Mid-Year reduction
- <sup>2</sup> Baseline Amount reflects 50% reduction

Our operating budget has been sufficient to pay for office supplies, copier rental and miscellaneous furniture purchases. We have also made good use of miscellaneous course fee funds to purchase books and movies related to LBST courses and to cover expenses for guest speakers beneficial to students in LBST classes.

Our most serious limitation is due to the fact that we have been without an Administrative Support Coordinator since Judy Gartner retired in September of 2008. Presently we have two staff members assigned to our administrative complex in H-214. We also rely upon Jennifer Schorz in the Philosophy complex for course scheduling.

**B. Identify any special facilities/equipment used by the program/department such as laboratories, computers, large classrooms, or performance spaces. Identify changes over last five years and prioritize needs for the future.**

LBST 302A and LBST 302B have traditionally been the only LBST courses taught using large classrooms. This decision was motivated by the need to team teach these courses and coordinate the schedules of team members, especially when teams typically were made up of three faculty members. As the enrollment in these classes has decreased and we have adopted two person teaching teams, the need for large classrooms has become less important. As long as classroom audio-video technology is adequate, we can teach 302A/B in rooms designed for approximately 65 students.

Although we do not need access to laboratories or performance spaces, we have gradually added to the resources available in our commons area, Humanities 223. The room presently houses a computer linked to a large screen TV, an image scanner, a VCR player with TV monitor, and technology for transcribing VCR tapes to DVDs. We have set aside a reasonable portion of our annual O&E budget to augment the department library of books, music and video material. We expect that this policy will serve our needs in the foreseeable future.

We have also been able to make an office available to the Liberal Studies Student Association, including phone and computer access. This facility has been very well used and has contributed to the vitality of the LSSA over the past few years.

**C. Describe the current library resources for the program/department, the priorities for acquisitions over the next five years and any specialized needs such as collections, databases etc.**

**Projected Library impact for the proposed MA in Liberal Studies**

Because the Liberal Studies program is so broad ranging, it is likely that we will have a variety of the basic materials necessary for graduate students, including books, journals, and databases. However, we do expect a higher use of Interlibrary Loan for the more specific and less predictable research needs of Master’s students doing theses and class research projects. We have estimated the likely usage by calculating the average usage of Interlibrary Loan for an HSS graduate student in 2010/11 using figures from Interlibrary Loan and the office of Analytical Studies:

[http://www.fullerton.edu/analyticalstudies/census\\_data/university/AY/2.79.9.11AY.pdf](http://www.fullerton.edu/analyticalstudies/census_data/university/AY/2.79.9.11AY.pdf)

That usage is 14.4 interlibrary loans per year. Therefore the expected additional costs would be:

	<b>Graduate Students Expected</b>	<b>ILL/student</b>	<b>\$/ILL</b>	<b>Total Funds Needed</b>
Year 1	20	14.4	\$25	\$7,200
Year 2	33	14.4	\$25	\$11,880
Year 3	45	14.4	\$25	\$16,200

**VII. Long-term Plans**

**A. Summarize the unit’s long-term plan, including refining the definitions of the goals and strategies in terms of indicators of quality and measures of productivity. (See instructions, Appendix VI)**

Since our last Program Performance Review, the Department of Liberal Studies has successfully established itself as a locus of interdisciplinary teaching and research on our campus. Over the next seven years, the department aims to deepen both its teaching and research contributions to interdisciplinary learning at CSUF. The expansion of GE course offerings and the implementation of the MA program will allow more students to experience the department’s interdisciplinary approach to learning. The implementation of advising tracks in the Interdisciplinary Thematic Plan will draw students who are interested in designing an interdisciplinary undergraduate major geared towards a specific career path. The eventual transformation of these advising tracks into concentrations will further increase their usefulness for students. We also aim to strengthen departmental connections with Freshman Programs in order to introduce more students to interdisciplinary approaches at an early stage of their university studies.

An important part of our long term plan involves strengthening our role as a venue for interdisciplinary research and conversation on campus. In line with this commitment, the department will organize a yearly conference on an interdisciplinary topic that will draw participants from within and beyond the campus. We also intend to draw on the international experience of our faculty to develop course offerings and support interdisciplinary research and public scholarship with a global perspective.

**B. Explain how long-term plan implements the University’s mission, goals and strategies and the unit’s goals.**

The Liberal Studies Department's long term plan will implement the University's Mission, Goals and Strategies in several ways. The proposals for new curricular development place the preeminence of learning (University Goal and Strategy I) at the center of the Department's planning by enhancing the number of course offerings to Liberal Studies majors and expanding the opportunities for non-majors to experience interdisciplinary instruction. These venues will enrich students' educational experiences and encourage the exchange of ideas across the disciplines. The addition of new Liberal Studies GE offerings and the implementation of advising tracks (and concentrations) will meet the evolving needs of our students, community, and region (UGS II) by increasing the opportunities for the interdisciplinary learning that is essential to success in any career. Liberal Studies students are prepared to think and work in a variety of different settings. The Masters program will be an important addition to this goal as well by providing advanced education across the disciplines. Similar benefits accrue from increased engagement with Freshman Programs. The proposed developments will also contribute to student success (USG V) by expanding the opportunities for students outside the major to have access to interdisciplinary courses, crucial elements in the development of creative and critical thinking.

The long term plan also provides benefits to students, faculty, and the larger University outside the classroom. The proposed interdisciplinary conferences will be a significant contribution to the enhancement of scholarly and creative activity (UGS III) and also will create a basis for access to outside sources of funding in support of these activities (UGS VI) that will benefit both the University and the department. The conferences will build collaboration both on the local campus and in a wider geographical area. To the extent that these conferences allow us to forge relationships with departments at other institutions in the region, we also will contribute to the expansion of local connections and partnerships (UGS VII). At the same time, because we expect to include CSUF faculty as participants, the events will also help to build collaboration and collegiality (UGS IV) on the campus. The interdisciplinary nature of the proposed conferences expresses the central and defining characteristic of the department, the multi-faceted value it ascribes to crossing traditional disciplinary boundaries.

**C. Explain what kinds of evidence will be used to measure the unit's results in pursuit of its goals, and how it will collect and analyze such evidence.**

Scheduled assessment through embedded assignments (see section III. B) will enable the department to confirm student progress toward graduation and provide insight into how to improve in this area. Evidence will be collected by the Liberal Studies assessment committee and reported to a faculty meeting at the end of each academic year for discussion and self-evaluation by the department. Electronic survey of alumni will also provide information on how well former liberal studies students are doing in their pursuit of careers, not only in teaching, but also in law, business, and a plethora of other fields. This data will be collected using a web survey of alumni and presented at a department meeting for discussion and evaluation.

**D. Develop a long-term budget plan in association with the goals and strategies and their effectiveness indicators. What internal reallocations may be appropriate? What new funding may be requested over the next seven years?**

The implementation of the graduate program in Liberal Studies will require several adjustments to the departmental budget and allocation of resources. We hope that graduate courses will enroll up to twenty students each. While this is somewhat lower than the 25-1 student to faculty ratio set for the college, we anticipate that this can be made up for by the expansion of general education courses and adjustments to the undergraduate program such as increasing the number of units students take in Liberal Studies courses. The graduate program will also require increased advising and oversight by the Graduate Program Coordinator. We plan to cover this and new curriculum development by internal reallocations similar to those mentioned above. If enrollments are strong and course offerings are carefully managed, the graduate program should have a minimal impact on the department's budget and resource allocation.

## APPENDICES TO THE SELF-STUDY

1. Undergraduate Degree Programs
2. Graduate Degree Programs [not applicable]
3. Plan for Documentation of Academic Achievement (Assessment of Student Learning)
4. Faculty
5. Resources
6. Definition and Examples of Indicators of Quality and Measures of Productivity
7. Curriculum Vitae of faculty (which should include recent scholarly/creative activity and any research funding)

### APPENDIX 1. UNDERGRADUATE DEGREE PROGRAMS

TABLE 1. Undergraduate Program Applications, Admissions, and Enrollments

Below is the number of student applications, number of students admitted, percent admitted, the number of new enrollments, and the percentage of new enrollments.

Table 1-A First-time Freshman  
Special Admits

	Applied	Admitted	% Admitted	Enrolled	% Enrolled
2003-2004	7	7	100%	1	14%
2004-2005	7	7	100%	2	29%
2005-2006	11	11	100%	3	27%
2006-2007	9	9	100%	7	78%
2007-2008	6	6	100%	5	83%
2008-2009	1	1	100%	1	100%
2009-2010	2	2	100%	2	100%
2010-2011	1	1	100%	0	0%

Table 1-A  
First-time Freshman

	Applied	Admitted	% Admitted	Enrolled	% Enrolled
2003-2004	756	497	66%	138	28%
2004-2005	708	477	67%	176	37%
2005-2006	747	465	62%	124	27%
2006-2007	771	479	62%	129	27%
2007-2008	848	531	63%	130	24%
2008-2009	846	496	59%	118	24%
2009-2010	720	383	53%	95	25%
2010-2011	664	292	44%	72	25%

Table 1-B  
Upper Division Transfer

	Applied	Admitted	% Admitted	Enrolled	% Enrolled
2003-2004	909	599	66%	473	79%
2004-2005	1243	804	65%	538	67%
2005-2006	1009	632	63%	400	63%
2006-2007	1020	627	61%	402	64%
2007-2008	889	549	62%	350	64%
2008-2009	776	486	63%	308	63%
2009-2010	550	258	47%	148	57%
2010-2011	924	385	42%	207	54%

**TABLE 2a. Undergraduate Program Enrollment in FTES**

	LD AY FTES	UD AY FTES	UG AY FTES	GRAD AY FTES	Total AY FTES
2003-2004	0.0	366.4	366.4	0.0	366.4
2004-2005	0.0	385.4	385.4	0.0	385.4
2005-2006	12.7	352.6	365.3	0.0	365.3
2006-2007	23.1	347.2	370.3	0.0	370.3
2007-2008	26.5	312.7	339.2	0.0	339.2
2008-2009	24.2	276.9	301.1	0.0	301.1
2009-2010	62.0	250.7	312.7	0.0	312.7
2010-2011	69.4	212.5	281.9	0.0	281.9

**TABLE 2-B. Undergraduate Program Enrollment (Headcount)**

	Lower Division		Upper Division		Post Bacc (2nd Bacc, PBU, Cred intent)		Total	
	Annualized Headcount	AY FTES	Annualized Headcount	AY FTES	Annualized Headcount	AY FTES	Annualized Headcount	AY FTES
2003-2004	318.5	278.2	1,268.5	955.2	3.0	1.0	1,590.0	1,234.5
2004-2005	327.5	294.7	1,198.5	900.8	0.5	0.0	1,526.5	1,195.5
2005-2006	288.5	259.6	1,109.0	822.0	1.0	0.5	1,398.5	1,082.1
2006-2007	264.0	235.5	1,006.5	751.4	0.0	0.0	1,270.5	986.9
2007-2008	268.0	240.7	932.5	698.5	0.0	0.0	1,200.5	939.2
2008-2009	262.0	233.3	814.5	607.5	0.0	0.0	1,076.5	840.8
2009-2010	228.0	199.9	696.0	528.7	0.0	0.0	924.0	728.6
2010-2011	178.0	156.1	595.0	450.7	0.0	0.0	773.0	606.7

**TABLES 3-A and 3-B. Graduation Rates for Majors**

**TABLE 3-A. First-time Freshmen Graduation Rates for Majors**

	Initial Cohort	Graduated 3 yrs or less in major	Graduated 3 yrs or less in other major	Graduated 4 yrs or less in major	Graduated 4 yrs or less in other major	Graduated 5 yrs or less in major	Graduated 5 yrs or less in other major	Graduated in 6 yrs or less in major	Graduated in 6 yrs or less in other major	Total graduated in 6 yrs or less	% Graduated 6 yrs or less	Graduated in 6 yrs or less or enrolled fall yr 7 in major	Graduated in 6 yrs or less or enrolled fall yr 7 in other major
fall 1998	76	0	0	8	8	14	22	17	27	44	57.9%	19	28
fall 1999	107	0	0	16	16	25	34	29	41	70	65.4%	30	45
fall 2000	117	1	0	21	12	37	28	42	35	77	65.8%	43	39
fall 2001	125	1	3	20	27	29	43	29	46	75	60.0%	30	51
fall 2002	168	1	1	18	31	24	68	27	86	113	67.3%	31	90
fall 2003	136	4	7	15	25	23	46	27	54	81	59.6%	30	60
fall 2004	177	4	0	20	21	31	66	35	74	109	61.6%	36	85
fall 2005	123	1	1	11	21	28	50	28	50	78	63.4%	28	50

Percent	Initial Cohort	% Graduated 3 yrs or less in major	% Graduated in 3 yrs or less in other major	% Graduated in 4 yrs or less in major	% Graduated in 4 yrs or less in other major	% Graduated in 5 yrs or less in major	% Graduated in 5 yrs or less in other major	% Graduated in 6 yrs or less in major	% graduated in 6 yrs or less in other major	Total graduated in 6 yrs or less	% Graduated in 6 yrs or less	% Graduated in 6 yrs or less or enrolled fall yr 7 in major	% Graduated in 6 yrs or less or enrolled fall yr 7 in other major
fall 1998	76	0.0%	0.0%	10.5%	10.5%	18.4%	28.9%	22.4%	35.5%	44	57.9%	25.0%	36.8%
fall 1999	107	0.0%	0.0%	15.0%	15.0%	23.4%	31.8%	27.1%	38.3%	70	65.4%	28.0%	42.1%
fall 2000	117	0.9%	0.0%	17.9%	10.3%	31.6%	23.9%	35.9%	29.9%	77	65.8%	36.8%	33.3%
fall 2001	125	0.8%	2.4%	16.0%	21.6%	23.2%	34.4%	23.2%	36.8%	75	60.0%	24.0%	40.8%
fall 2002	168	0.6%	0.6%	10.7%	18.5%	14.3%	40.5%	16.1%	51.2%	113	67.3%	18.5%	53.6%
fall 2003	136	2.9%	5.1%	11.0%	18.4%	16.9%	33.8%	19.9%	39.7%	81	59.6%	22.1%	44.1%
fall 2004	177	2.3%	0.0%	11.3%	11.9%	17.5%	37.3%	19.8%	41.8%	109	61.6%	20.3%	48.0%
fall 2005	123	0.8%	0.8%	8.9%	17.1%	22.8%	40.7%	22.8%	40.7%	78	63.4%	22.8%	40.7%

**TABLE 3-B. Transfer Student Graduation Rates for Majors**

	Initial Cohort	% Graduated 1 yrs or less in major	% Graduated in 1 yrs or less in other major	% Graduated in 2 yrs or less in major	% Graduated in 2 yrs or less in other major	% Graduated 3 yrs or less in major	% Graduated in 3 yrs or less in other major	% Graduated in 4 yrs or less in major	% Graduated in 4 yrs or less in other major	% Graduated in 5 yrs or less in major	% Graduated in 5 yrs or less in other major	% Graduated in 6 yrs or less in major	% graduated in 6 yrs or less in other major	Total graduated in 6 yrs or less	% Graduated in 6 yrs or less	% Graduated in 6 yrs or less or enrolled fall yr 7 in major	% Graduated in 6 yrs or less or enrolled fall yr 7 in other major
fall 1998	296	0.3%	0.0%	27.0%	4.1%	49.7%	11.8%	55.7%	14.5%	57.4%	15.5%	58.8%	15.9%	221	74.7%	59.8%	16.6%
fall 1999	286	1.0%	0.0%	26.6%	5.2%	49.7%	15.0%	57.0%	18.2%	58.7%	19.9%	59.8%	21.3%	232	81.1%	60.8%	21.3%
fall 2000	259	0.0%	0.0%	28.2%	5.4%	49.4%	16.2%	57.5%	19.3%	60.2%	20.8%	61.8%	21.2%	215	83.0%	62.2%	22.4%
fall 2001	310	1.6%	0.3%	27.4%	6.8%	48.1%	15.5%	56.8%	19.7%	59.0%	21.3%	59.7%	21.3%	251	81.0%	60.0%	21.9%
fall 2002	325	0.6%	0.3%	28.6%	5.8%	48.6%	16.0%	55.4%	19.1%	57.5%	21.5%	59.1%	23.1%	267	82.2%	59.4%	23.4%
fall 2003	330	0.6%	0.0%	26.4%	6.1%	45.5%	18.2%	51.5%	20.9%	53.0%	22.1%	53.3%	23.0%	252	76.4%	54.2%	23.6%
fall 2004	312	1.0%	0.0%	26.6%	7.7%	42.9%	17.9%	47.8%	21.8%	50.3%	24.4%	51.0%	24.7%	236	75.6%	52.2%	26.0%
fall 2005	281	0.4%	0.0%	21.7%	6.0%	44.5%	17.4%	49.5%	19.6%	51.2%	22.1%	51.2%	22.1%	206	73.3%	51.2%	22.1%
fall 2006	261	0.4%	0.0%	25.7%	7.3%	43.3%	15.3%	49.0%	20.3%	49.0%	20.3%						
fall 2007	236	0.8%	0.0%	22.0%	3.8%	40.3%	10.2%	40.3%	10.2%								



TABLE 4. Degrees Awarded

	BA
2002-2003	367
2003-2004	433
2004-2005	434
2005-2006	352
2006-2007	340
2007-2008	330
2008-2009	266
2009-2010	260

APPENDIX 2. GRADUATE DEGREE PROGRAMS

[not applicable]

### APPENDIX 3. DOCUMENTING ACADEMIC ACHIEVEMENT

#### Plan for Documentation of Academic Achievement (Assessment of Student Learning)

Department/Program Liberal Studies Date 5 November 2011

**P = Planning      E = Emerging      D = Developed      HD = Highly Developed**

	<b>Achievement Plan Component</b>	<b>P</b>	<b>E</b>	<b>D</b>	<b>HD</b>	<b>Comments/Details</b>
<b>I</b>	<b>Mission Statement</b>					
	a. Provide a concise and coherent statement of the goals and purposes of the department/program				X	
	b. Provide a comprehensive framework for student learning outcomes				X	
	c. Describe department/program assessment structure, e.g. committee, coordinator				X	
<b>II</b>	<b>Student Learning Goals</b>					
	a. Identify and describe knowledge, skills, or values expected of graduates				X	
	b. Consistent with mission				X	
	c. Provide the foundation for more detailed descriptions of learning outcomes			X		
<b>III</b>	<b>Student Learning Outcomes</b>					
	a. Aligned with learning goals				X	
	b. Use action verbs that describe knowledge, skills, or values students should develop				X	
	c. Specify performance, competencies, or behaviors that are observable and measurable				X	
<b>IV</b>	<b>Assessment Strategies</b>					
	a. Use specific multiple measures for assessment of learning outcomes other than grades				X	
	b. Use direct measures of student learning outcomes				X	
	c. Indirect measures may also be used but along with direct measures				X	
	d. Measures are aligned with goals/ learning outcomes				X	
	e. Each goal/ outcome is measured				X	
<b>V</b>	<b>Utilization for Improvement</b>					
	a. Identify who interprets the evidence and detail the established process				X	
	b. How are findings utilized? Provide examples	X				
	c. Attach a timeline for the assessment of each department/program learning outcome				X	

Appendix 4

Table 9. Full-Time Instructional Faculty, FTEF, FTES, SFR

Full-Time Instructional Faculty, FTEF, FTES, SFR									
YEAR	Tenured	Tenure Track	Sabbaticals at 0.5	FERP at 0.5	Lecturers	FTEF Allocation	FTES Target	Actual FTES	Budgt SFR
2003-2004	3	6		0	5	15.0	352	366.4	23.5
2004-2005	2	6		0	3	16.6	391	385.4	23.6
2005-2006	2	7		0	2	15.2	365	365.3	24.0
2006-2007	5	6		0	2	15.3	370	370.3	24.2
2007-2008	7	5		0	2	15.3	339	339.2	22.2
2008-2009	6	6		0	2	15.2	301	301.1	19.8
2009-2010	7	4		0	2	12.6	313	312.7	24.8
Tenured and tenure track totals Include faculty on leave and administrators with retreat rights.									
Sabbaticals supplied by department.									

APPENDIX 5. RESOURCES

Table 10. Provide a table showing for the past five years all department resources and the extent to which each is from the state-supported budget or from other sources, such as self-support programs, research, contracts and/or grants, development, fund-raising, or any other sources or activities.

Department of Liberal Studies Operating Budget FY 2006/07 - 2010/11			
Fiscal Year	Baseline	UEE	Total
2006-07	11,845	15,477	27,322
2007-08	12,508	13,556	26,064
2008-09	<sup>1</sup>	21,737	21,737
2009-10	6,254 <sup>2</sup>	21,166	27,420
2010-11	6,254	20,481	26,735

NOTES:

- <sup>1</sup> Baseline reflects Mid-Year reduction
- <sup>2</sup> Baseline Amount reflects 50% reduction